Middlebury College

The following information was submitted through the STARS Reporting Tool.

Date Submitted: Feb. 26, 2015

STARS Version: 2.0

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Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

"---" indicates that no data was submitted for this field

Institution type:

Baccalaureate

Institutional control:

Private non-profit

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	---
Medical school	No	---
Pharmacy school	No	---
Public health school	No	---
Veterinary school	No	---
Satellite campus	No	---
Hospital	No	---
Farm larger than 5 acres or 2 hectares	No	---
Agricultural experiment station larger than 5 acres or 2 hectares	No	---

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

"---" indicates that no data was submitted for this field

Endowment size:

1,005,900,000 *US/Canadian $*

Total campus area:

356 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

2,366,886 *Gross Square Feet*

Conditioned floor area:

937,204 *Square Feet*

Floor area of laboratory space:

220,000 *Square Feet*

Floor area of healthcare space:

8,500 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

866,549 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	10
Coal	2
Geothermal	0
Hydro	48
Natural gas	18
Nuclear	20
Solar photovoltaic	1
Wind	1
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

The biomass percentage above includes electricity generated from biomass from two sources: Middlebury's own biomass combined heat and power system and purchased electricity from our utility.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	65
Coal	0
Electricity	0
Fuel oil	35
Geothermal	0
Natural gas	0
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Academics and Demographics

Criteria

n/a

Submission Note:

In addition to an undergraduate population of 2,495 students during the traditional academic year (September to May) the Middlebury Campus is fully utilized during the summer (June to August) by its Summer Language Program. Thus, the FTE equivalent enrollment is 3,006. This is also the case for faculty numbers as well as the summer language school has summer faculty who are present and often reside on campus during the summer.

"---" indicates that no data was submitted for this field

Number of academic divisions:

3

Number of academic departments (or the equivalent):

51

Full-time equivalent enrollment:

3,006

Full-time equivalent of employees:

1,260

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,495

Total number of graduate students:

0

Number of degree-seeking students:

2,495

Number of non-credit students:

0

Number of employees:

1,321

Number of residential students:

2,396

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education.*

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	1,574	0
Number of sustainability courses offered	109	0
Number of courses offered that include sustainability	313	0

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

37

Total number of academic departments (or the equivalent) that offer courses (at any level):

51

Number of years covered by the data:

Three

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

Middlebury STARS Course Inventory FINAL updated1.xls

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://www.middlebury.edu/sustainability/tools/courses

A brief description of the methodology the institution followed to complete the course inventory:

Course descriptions in the course catalog for Fall 2011 through Spring 2014 were reviewed to compile an inventory of sustainability related and focused courses using the definition given above. The review was performed separately by a student intern and an employee of the Office of Sustainability Integration, then any discrepancies were discussed with the Director of Sustainability Integration to create the most consistent and accurate inventory possible.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

"---" *indicates that no data was submitted for this field*

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
118

Total number of graduates from degree programs:
656

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

The Program in Environmental Studies
Education Studies
The Program in Gender, Sexuality, and Feminist Studies
American Studies
Sociology/Anthropology

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

Learning Goals for the Environmental Studies Major:
Content:

Our students graduate with knowledge of the diverse human relationships to the environment, achieved through: breadth, depth, integration, commonality, creativity.

Our students share a common base of knowledge across the humanities, natural sciences, and social sciences.

Disciplinary depth of knowledge is balanced by breadth of knowledge across disciplines. Students integrate knowledge and methodologies across disciplines.

Our students gain a broad and deep knowledge of the American story of human-environment interaction. They also have the opportunity to compare these social and ecological relationships cross-culturally and globally.

Learning Goals for Education Studies include:
To have a foundation in the principles and philosophy of education our minors should be able to understand and apply multiple lenses to examine, debate, and write about critical issues in education policy and practice, that include content and/or discipline specific issues as well as issues of power, privilege, social dominance, and social justice.

Learning Goals for The Program in Gender, Sexuality, and Feminist Studies:
Our courses are interdisciplinary in nature and students examine the questions raised by the scholarship on gender, sexuality and feminist studies; they learn to critically understand how class, ethnicity, sexuality, and other constructions of difference are influenced and informed by gender. We draw upon scholarship from the humanities, the social sciences and the natural sciences to highlight the possibilities of social transformation and change.

Learning Goals for American Studies include:
Students who major in American Studies should be able to culturally and historically contextualize a range of identity categories (e.g., race and ethnicity, gender, disability, sexuality, and class).

Learning Goals for Sociology/Anthropology include:
To complete the major, students choose four electives which respond to the sundry agendas that they bring to SOAN. These include international development and human rights work, environmental studies, primary and secondary schoolteaching, medicine and public health, law and advocacy, psychology and social work. Because SOAN comprises two disciplines and attracts majors with such a wide array of interests, our learning goals must be formulated in broad terms.

We expect our students to learn:

-basic sociological and anthropological concepts;
-the centrality of class, race and gender in most situations;
-the value of comparative analysis;

-the need to evaluate all sources of information critically;

-the value of questioning received wisdom or common sense;

-research techniques that will enable them to pursue their own investigations in whatever field they choose.

The website URL where information about the institution's sustainability learning outcomes is available:

http://www.middlebury.edu/sustainability/tools/courses

Undergraduate Program

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

• Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

"---" *indicates that no data was submitted for this field*

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:
Yes

The name of the sustainability-focused, undergraduate degree program (1st program):
Program in Environmental Studies

A brief description of the undergraduate degree program (1st program):

The program brings together a community of scholars and students engaged in the study of the human relationship to the environment from many different directions, across 24 departments on our campus. The ten core faculty members and forty affiliated faculty colleagues together offer an interdisciplinary major and minor. Both foster in students a shared base of knowledge across the humanities, natural sciences, and social sciences.

Three introductory core courses, Natural Science and the Environment, Conservation and Environmental Policy, and Nature's Meanings: The American Experience, prepare students to focus their studies in one of thirteen disciplines: policy, architecture, chemistry, economics, creative arts, literature, geography, conservation biology, nonfiction writing, human ecology, history, geology, or religion/philosophy. Two-thirds of all environmental studies majors study abroad for one semester at schools and programs across Europe, Asia, Africa, Latin America, and Australia. Our senior majors collaborate on a community-connected learning project in partnership with local environmental organizations in the Senior Seminar. ES majors and minors graduate with in-depth knowledge of the American story of human-environmental interaction, but also recognize that there are other stories, often strikingly different, from other

parts of the world.

The website URL for the undergraduate degree program (1st program):

http://www.middlebury.edu/academics/es

The name of the sustainability-focused, undergraduate degree program (2nd program):

Joint majors also available in architecture and the environment, conservation biology, environmental chemistry, environmental geology, geography, or human ecology.

A brief description of the undergraduate degree program (2nd program):

The website URL for the undergraduate degree program (2nd program):

http://www.middlebury.edu/academics/es/requirements

The name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

No

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

A brief description of the undergraduate minor, concentration or certificate (1st program):

The website URL for the undergraduate minor, concentration or certificate (1st program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The website URL for the undergraduate minor, concentration or certificate (2nd program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

"---" *indicates that no data was submitted for this field*

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

The name of the sustainability-focused, graduate-level degree program (1st program):

Integrated Degree Program in International Environmental Policy

A brief description of the graduate degree program (1st program):

Monterey Institute's MA in International Environmental Policy program prepares the next generation of leaders in governments, international organizations, and private businesses. The program creates courses that address the latest international trends and practices what they preach through the sustainable campus movement. Students have the opportunity to pursue one of three specializations: Energy and Climate Change, Business, Sustainability, and Development; and Natural Resource Policy and Management.

Middlebury College students who fulfill the right requirements can finish the degree in one year at Monterey after graduating from Middlebury.

The website URL for the graduate degree program (1st program) :

http://www.middlebury.edu/international/Middlebury-Monterey/dualdegree/MAIEP

The name of the sustainability-focused, graduate-level degree program (2nd program):

A brief description of the graduate degree program (2nd program):

The website URL for the graduate degree program (2nd program):

The name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

The website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

• It concentrates on sustainability, including its social, economic, and environmental dimensions

   And/or

• It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

Website for FoodWorks:
http://www.middlebury.edu/studentlife/cci/internships/mfw

"---" *indicates that no data was submitted for this field*

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

MAlt is Middlebury's alternative break program, which provides affordable, service-learning alternatives to traditional February break activities. The goal of the trips is to engage Middlebury students with outside communities in order to share, provide service, and learn about the systems that shape community realities around the world. A recent MAlt trip to Puerto Rico focused on environmental conservation efforts in Puerto Rico's El Yunque Rainforest. Service included forest maintenance projects and environmental education projects to support the El Yunque National Forest Service's efforts to educate the thousands of tourists who visit El Yunque every year. Participants on the trip also engaged with researchers in the rainforest to learn the effects of climate change and land use in El Yunque. Another recent trip, 'Exploring Energy: Collecting stories from natural gas production in Bradford Co., PA' explored perspectives

surrounding natural gas extraction, and collected stories from landowners and gas field workers to share with the broader community. The trip aimed to develop nuanced and personal understandings of what natural gas development has looked like in Bradford County. They worked with the Pennsylvania Landowner Group for Awareness and Solutions, which intended to collect such stories but had not yet had the capacity to do so.

Environmental Studies offered several immersive experience classes in the 2014 Winter Term. 'Conservation and Land Management in Practice' investigated conservation and resource management issues with a focus on Trinchera Ranch, a 265-square mile ranch in the greater Sangre De Cristo Conservation Area in southern Colorado. Students in 'Education for Sustainability in Action' spent the third week of the semester living together at Shelburne Farms, a global leader in Education for Sustainability (EFS), as they observed and participated in EFS in K-12 classrooms.

The website URL where information about the immersive program(s) is available:

http://www.middlebury.edu/studentlife/eia/volunteering/malt

Sustainability Literacy Assessment

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" *indicates that no data was submitted for this field*

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
Yes

A brief description of the program(s), including positive outcomes during the previous three years:

Annual professional development workshops with stipends are available to all faculty, particularly non-Environmental Studies faculty, to develop and teach a new or revised course that incorporates sustainability concepts, principles, and issues.

A brief description of the incentives that faculty members who participate in the program(s) receive:

Participants receive a stipend and the opportunity to engage with colleagues across disciplines for an extended period of time.

The website URL where information about the incentive program(s) is available:

Campus as a Living Laboratory

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

"---" *indicates that no data was submitted for this field*

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	Yes
Other	---

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

Biology Professor Andi Lloyd taught a first-year seminar about forests and carbon neutrality at Middlebury. The couse explored the ecological consequences of increased use of forests for energy production and examined how the shift towards biomass-based energy contributes to Middlebury's goal of achieving carbon neutrality. Using both published research and their own field investigations at local research sites, the class explored the ability of the local landscape to supply biomass, and consider the possible unintended ecological consequences of that change in land use.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive

outcomes associated with the work:

Isaac Baker '14 completed an analysis of energy efficiency and solar hot water potential for smaller Middlebury College housing in May 2013 with Professor Steve Trombulak. Isaac found that based on the energy audits, energy efficiency work has the potential to save the College a great deal of money over the long term, while also increasing resident comfort, improving the structural integrity of these buildings, and reducing the College's carbon footprint.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

The Middlebury College Organic Farm (MCOF) is a student organization that maintains a 3-acre plot of fruits and vegetables. The produce grown reflects a balance between efficient, profitable crops and more labor intensive, less productive crops grown for educational purposes. The farm has an outdoor classroom and some of the food grown is sold to the dining hall or at a seasonal weekly farm stand. Participants aim to not only come to understand the problems with industrial agriculture, but also explore and help develop local, organic solutions.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

The Office of Sustainability Integration, Professor of Pyschology Michelle McCauley, Abby Karp '14, and the Energy and Technology Manager are working on a set of projects aimed at increasing positive environmental actions on campus, the first of which will examine the role reminders, goal-setting, and information about individual action on pro-environmental behavior. This process will extend across a number of academic years. Specifically for this first project, the group is conducting an experiment beginning in February 2014 to look at the influence of visual reminders of group energy consumption (presented digitally on a wall mounted iPad), personal self-set goals, and energy-saving advice on students actual electricity use and other self-reported pro-environmental behaviors (e.g., taking shorter showers). The group is also considering participants' pre-existing environmental beliefs to gain a more focused sense of how these relate to individuals' motivations and actions.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

Plant Biology students contributed to the campus tree map and have continued to survey the plants on the roof of Atwater dining hall with the guidance of the College Horticulturist Tim Parsons. A Biology thesis student, Jake Lessing '14.5, recently studied poison parsnip with seeds collected from campus for his work on pesticide transfer between plants.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

The Environmental Council and Real Food Challenge interns are in the process of researching food purchasing over the past two years. They are assessing how much of the College food is local and how much the College pays for local food. This data will be used for recommendations regarding food purchasing at the College.

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

Students in the Environmental Council are currently researching the feasibility of installing an electric vehicle charging station on campus. In 2013 Hilary Platt '12.5 did an independent study researching the potential of banning first-year cars and the method for doing so.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

In the class, "Food Geographies," taught by Geography Visiting Assistant Professor Kacy McKinney, students explore an issue related to food and/or agricultural systems and the Middlebury College campus community. Potential topics include: tracking the campus food and connections across other scales, looking at how we build connections to our community through food-related service work, communicating food waste data, mapping the path of food to waste on campus, dining staff oral histories, and Dinner with Strangers.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

Isaac Baker '14 researched the use of solar hot water in a residential buildings on Middlebury's campus. He focused on one small house and found that more people are needed to use hot water in a given building for there to be savings. As a result, he proposed the use of solar hot water in two larger residential buildings.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

The College will soon begin a search for its new president and students have been asked to express their interest in serving on the search committee. Students will work with staff, faculty, trustees, and alumni throughout the rest of the semester and into next fall.

Students in the Socially Responsible Investment (SRI) club reviewed the changes to the governance structure of the College and are in the process of working toward the implementation of multiple proposals to increase student participation in College decisions.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

As part of the course, "Models of Inclusive Education," students were charged with exploring issues of inclusion at Middlebury College. They formed task force teams around a variety of issues including, institutional diversity; gender and sexuality; socio-economic status; temporary and unexpected disability; inclusive pedagogy and curriculum; social houses, clubs, and athletics; mental health and the "myth of the normal student." From these topics they conducted various forms of research (including surveys, interviews, focus groups, quantitative data analysis, and analysis of current handbook and mission statement language.)

Students in the Spring 2012 "Models of Inclusive Education" course produced lengthy task force reports. Additionally, the class synthesized their finding and recommendations and presented them at the Spring 2012 Student Research Symposium. In the Fall of 2012, students took those reports and recommendations and analyzed the work that had already been done, met wherever possible with the prior authors of the task force reports, conducted additional research and created addenda and synthesized the findings of the reports.

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

The Wellness Committee, which consists of faculty, staff, and students, organized the two day visit of Professor David Levy regarding the integration of contemplative practices with online living. The Wellness Committee has also organized the upcoming (March 10, 2014) event of Cal Newport: "Success Without Stress: Escaping the Cult of Overwork."

Meditation sessions are held twice a week at the Wonnacott Commons house, open to students faculty and staff.

There has been a increase in the number of professors incorporating contemplative practices in their courses and Studio Art Professor John Huddleson recently taught a Winter Term course focusing on the examination and practice of contemplative practices.

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

Faculty, students, and staff have actively engaged in the topic of fossil-fuel divestment at Middlebury College over the past two years. Students involved sought to foster a more literate and active campus conversation around the issue. Members of the group met with Vice President of Finance Patrick Norton and President Ron Liebowitz to learn about Middlebury's finances and investment practices. The administration organized an endowment panel and student divestment panel. Seven students presented the case for fossil-fuel divestment to the full Board of Trustees. Although the trustees decided not to support divestment at this time, the conversation has continued. SRI created a new sub-group, the Research and Investment in Social Equity (RISE) fund, that will focus on investing $150,000 of the College's endowment in companies that demonstrate strength in sustainability and social responsibility in addition to considering traditional financial indicators.

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

In the senior capstone course, Environmental studies majors collaborate with community organizations to help address current environmental issues in our region and beyond. For example, students in the Fall 2012 ES 401 Seminar on Sustainable Transportation presented their research on bicycle and pedestrian access in Vergennes, VT in their presentation, 'Cultivating Community through Sustainable Transportation,' to the City of Vergennes.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

"---" indicates that no data was submitted for this field

Number of the institution's faculty and/or staff engaged in sustainability research:

134

Total number of the institution's faculty and/or staff engaged in research:

409

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

22

The total number of academic departments (or the equivalent) that conduct research:

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

Faculty Research STARS 2014_1.xlsx

Names and department affiliations of faculty and staff engaged in sustainability research:

A brief description of the methodology the institution followed to complete the research inventory:

Faculty websites were reviewed to compile an inventory of sustainability research. The review was performed separately by a student intern and an employee of the Office of Sustainability Integration, then any discrepancies were discussed with the Director of Sustainability Integration to create the most consistent and accurate inventory possible.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

The current research of Nick Muller, Assistant Professor of Economics, focuses on measuring the damages due to air pollution emissions from each industry in the United States economy, quantifying the ancillary benefits of carbon dioxide reductions, and characterizing the uncertainty associated with empirical marginal damage estimates produced with integrated assessment models.

Steve Tromulak, Professor in the Department of Biology and Program in Environmental Studies, is working with associates from Emmanuel Agbeli Dagbe Center for Cultural Arts, Kopeyia, Ghana, and from St. Michael's College, including members of the Akoma Ensemble, to address the disappearance of antelope in Volta Region of Ghana, and also the musical heritage of the region's people, who make their drums from the antelope skins. The group presents an initiative aimed at developing a captive breeding program for antelope in West Africa.

Andrea LLoyd, Professor of Biology, is conducting tree-ring research at Middlebury College focusing on two issues: the effects of climate change on the boreal forests of Alaska and Siberia, and carbon sequestration in temperate forests of Vermont.

Peter Ryan, Professor of Geology, has conducted extensive research with students on ultramafic-derived arsenic in a fractured bedrock aquifer, addressing the issue of arsenic in Vermont well water. Ryan and Middlebury students played an instrumental role in the adoption of legislation by the Vermont legislature to check for arsenic in residential water wells during real estate transactions (This legislation was subsequently vetoed by the Governor).

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

"---" *indicates that no data was submitted for this field*

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

Middlebury offers several incentives for sustainability research. Each year, the Fellowships in Environmental Journalism support one Middlebury College senior as well as other young journalists (both Middlebury and non-Middlebury graduates) as they work on a reporting project about humans' relationship with the environment. Additionally, Environmental Council Grants often fund student research positions related to sustainability. Environmental Affairs also funds collaborative student and faculty research in sustainability, primarily through the Gretchen Reilly '60 Environmental Fund. Sustainable Study Abroad Grants are available to students studying abroad through Middlebury College. Students have received funding for sustainable study abroad projects that will lead to a senior thesis through Mellon Research Grants as well.

The website URL where information about the student research program is available:

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage faculty research in sustainability:

While the Environmental Council Grants do not directly fund faculty research, they fund student research positions, enabling faculty to have help with their sustainability-related research projects. Environmental Affairs also funds collaborative student and faculty research in sustainability, primarily through the Gretchen Reilly '60 Environmental Fund. Stipends are also provided for faculty to attend summer workshops on integrating sustainability into their disciplinary topics.

The website URL where information about the faculty research program is available:

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:

We do not have a formal policy regarding interdisciplinary research, but the interdisciplinary program directors and chairs contribute a letter for candidates during the promotion and tenure process that describes the value of their research in the field, which are regarded at the same levels as departmental letters.

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

Environmental Studies and School of the Environment have a research liaisons in the library. Liaison support includes library collection development, research classes and assistance, web pages, Moodle or WordPress (for course sites), digitization, and other technology projects.

The website URL where information about the institution's library support for sustainability is available:

http://www.middlebury.edu/offices/technology/lis/lis_liaisons

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Access to Research

Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

• Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
• Provides formal training to the educators in how to conduct outreach, and
• Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

"---" *indicates that no data was submitted for this field*

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:
Yes

Number of degree-seeking students enrolled at the institution:
2,516

Name of the student educators program (1st program):
Campus Sustainability Coordinators Program

Number of students served (i.e. directly targeted) by the program (1st program):
2,516

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The Campus Sustainability Coordinators (CSCs) is a student organization focused on encouraging a culture of environmental awareness and sustainable living on campus. The group works regularly with the Office of Sustainability Integration and facilities to plan educational campus events and create greater awareness about sustainability through campaigns. In the past two years, the CSCs helped organize sustainability events during orientation, hosted an event to educate the campus about waste and recycling, sponsored several screenings, facilitated the delivery of compost bins to dormitory and office kitchens, and organized campus sustainability tours for visiting guests and students.

A brief description of how the student educators are selected (1st program):

The program consists of about 20 Campus Sustainability Coordinators (CSCs) from across the five commons systems. All participants submit applications including their related experience, why they are interested in the program, what sub-team they would like to join, and why they think they would make a good CSC.

A brief description of the formal training that the student educators receive (1st program):

At the beginning of the school year, all participants attend a workshop with the Director of Sustainability and the Sustainability Communication and Outreach Coordinator to discuss ideas of what sustainability means as well as to get an overview of sustainability efforts at Middlebury College and how the program fits into these efforts. They also learn details about the structure of the program, resources available to them, and what is expected of them.

In the fall of 2013, CSCs participated in leadership training organized by Middlebury's Learning and Development Manager and the Office of Sustainability. Training included completing and interpreting the DiSC Assessment Test.

A brief description of the financial or other support the institution provides to the program (1st program):

The program receives support from the staff of the Office of Sustainability Integration. A portion of their budget comes through the office and the rest comes through the Student Government Association.

Name of the student educators program (2nd program):

Number of students served (i.e. directly targeted) by the program (2nd program):

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

A brief description of how the student educators are selected (2nd program):

A brief description of the formal training that the student educators receive (2nd program):

A brief description of the financial or other support the institution provides to the program (2nd program):

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

A brief description of how the student educators are selected (3rd program):

A brief description of the formal training that the student educators receive (3rd program):

A brief description of the financial or other support the institution provides to the program (3rd program):

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

http://sites.middlebury.edu/middleburycsc/

Student Orientation

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

Submission Note:

A Middlebury Magazine video highlights the Class of 2016's Carbon Neutrality orientation event:
http://sites.middlebury.edu/middmag/2012/09/17/welcoming-the-carbon-neutral-class/
.

"---" indicates that no data was submitted for this field

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

A brief description of how sustainability is included prominently in new student orientation:

In the fall of 2013, the orientation and MiddView planning committee and Office of Sustainability Integration collaborated to integrate sustainability practices into orientation activities. For the second year, the student welcome packets included a memory stick with important documents in lieu of papers. This envelope, designed by OSI, featured an environmental theme and invited students to join campus-wide sustainability efforts.

All freshmen were required to participate in a MiddView trip which were designed to to serve as a time for personal inquiry, exploration, and connection with the local community. The three themes included Community Engagement, Vermont Exploration, and Wilderness Exploration. Examples of trips focusing on sustainable practices included Food Systems in Vermont, The History and Ecology of Lake Champlain, Vermont Farm Tours, Sustainable Architecture, and Alternative Energy.

In addition, dining services contributed to the cause by featuring local food and having recycling and composting stations present at events. OSI held its annual Sustainability Fair on the sidewalk outside the Franklin Environmental Center at Hillcrest. A student-run Sustainability Workshop educated students, particularly international students, about environmental efforts at Middlebury such as recycling.

The Office of Sustainability Integration welcomed the Class of 2016 with a Carbon Neutrality orientation barbeque attended by all freshmen and the college President. The Director of Sustainability, the Campus Sustainability Coordinators, and two alumni involved in the Carbon Neutrality effort at Middlebury spoke and performed a skit about the history and future of Middlebury's climate commitment.

The Class of 2016 received orientation information in an envelope designed by the Office of Sustainability Integration, which highlighted the Carbon Neutrality message and 'Five Ways to Go Neutral'. In an effort to creatively engage the incoming Class of 2016, the Office of Sustainability Integration worked with a summer intern to develop a graphic novel about the college's sustainable journey. Every orientation envelope included the comic entitled, 'Super Sustainability: The Road to Neutral'.

New student orientation includes a 'Sustainable Scavenger Hunt' and an optional tour of key locations in Middlebury's sustainability infrastructure. These locations include the Biomass Gasification Facility, the Franklin Environmental Center at Hillcrest, the Materials Recovery Facility, and the Middlebury College Organic Garden.

The website URL where information about sustainability in student orientation is available:

http://www.middlebury.edu/sustainability/node/461602

Student Life

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" *indicates that no data was submitted for this field*

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

Middlebury has many active student-governed groups focusing on various aspects of sustainability, from environmental activism to food issues. The groups are described below.

Campus Sustainability Coordinators are a group of students dedicated to promoting sustainable living habits in the dorms and on campus.

The Solar Decathlon Team worked over the past two years to design and construct a solar powered home that placed 8th overall in the 2013 U.S. Department of Energy Solar Decathlon Competition. During the school year, interdepartmental courses were organized for students working on the project.

The Middlebury Mountain Club regularly organizes weekend outdoor trips for Middlebury students. Students, faculty, and staff can rent equipment from the MMC.

Weybridge House is the Sustainable Food Studies House. Weybridge residents preserve food from within a 100 miles of the house. Food is eaten by residents and served to the campus community at several open dinners and events each week.

The Middlebury Bike Shop provides free help fixing, taking apart, and building bicycles of all kinds. At the beginning of every year, the Bike Shop organizes a used bike sale for the campus community.

The SGA Environmental Affairs Committee works on environmental issues relevant to students, faculty, and staff on campus.

The Sunday Night Group is an open-space forum for students to express their ideas and find support for initiatives concerning political, social, and environmental activism.

Eat Real is a group of students committed to conscientious eating and the cultivation of a more sustainable food system at Middlebury.

The MEAT club aims to teach and explain the importance of eating local meats instead of those produced in factory farms.

The Middlebury Socially Responsible Investment Club promotes social and environmental justice through Middlebury's endowment.

The Green Engineers work to develop innovative environmentally-friendly technologies.

The Middlebury Fermenters Guild teaches fermentation workshops while expanding their library of fermentation recipes. The group aims to create a culture where students are more connected with their food.

The website URL where information about student groups is available:

http://www.middlebury.edu/sustainability/campusorgs

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Middlebury College Organic Farm (MCOF) is a student organization that maintains a 3-acre plot of fruits and vegetables. The produce grown at the garden reflects a balance between efficient, profitable crops and more labor intensive, less productive crops grown for educational purposes.

The MCOF also has a full-time Manager and Educator who works with students during the growing season to plan, plant, maintain, and harvest garden products during the growing season. During the off-season, she advises student groups related to food. She also manages

the College FoodWorks program and serves as a focal point for the Vermont location of FoodWorks.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://www.middlebury.edu/sustainability/food/mcog

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

There is a student-run bike shop for which students fix abandoned bikes and earn revenue by selling them at a bike sale every semester (

http://www.middlebury.edu/sustainability/transportation/bikeshop

) and a student managed cafe focused on providing healthy, responsible food options (

http://www.middlebury.edu/studentlife/dining/retail/node/453497

).

A team of Middlebury students placed 8th in the 2013 Solar Decathlon competition sponsored by the Department of Energy. This competition not only involves designing and building a solar home, but also doing a great deal of fundraising and communication (

http://sd13.middlebury.edu/

).

The website URL where information about the student-run enterprise(s) is available:

http://www.middlebury.edu/sustainability/transportation/bikeshop

A brief description of the sustainable investment or finance initiatives:

In August of 2013, President Ron Liebowitz issued a statement on divestment and shared the following actions on which the college will focus:

First, the Investment Committee of the board, including its student members, will work to develop a set of stronger ESG (Environment, Social, and Governance) principles that we can apply to our investment portfolio, both to identify those companies and managers who invest with certain principles in mind and those who consistently do not. As part of this effort, we will intensify our ongoing review of the College's investment portfolio.

Second, we will create ESG guidelines to help monitor investments and operations at our own campus in Vermont. We will issue periodic reports on our performance.

And third, we will increase significantly the amount of the endowment directed toward ESG investments, including those focused on clean energy, green building projects, and other efforts to reduce greenhouse gas emissions and benefit the environment.

The student run, Socially Responsible Investment club announced in January 2014 that is has created a new sub-group, the Research and Investment in Social Equity (RISE) fund, that will focus on investing $150,000 of the College's endowment in companies that

demonstrate strength in sustainability and social responsibility in addition to considering traditional financial indicators.

The website URL where information about the sustainable investment or finance initiatives is available:

http://sites.middlebury.edu/sric/

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Environmental Studies hosts the Howard E. Woodin Colloquium Series every Thursday during the school year. Students, faculty, staff, and community members come together over lunch to hear from a broad range of speakers — faculty, alumni, environmental professionals, and students — as they cover a variety of conservation and environmental topics. Another sustainability event is the Scott A. Margolin Lecture in Environmental Affairs, an annual lecture with an interdisciplinary approach to the natural environment and human interaction with it. Environmental Affairs also hosts various sustainability-related speakers and film screenings throughout the year. Students who receive Sustainable Study Abroad Grants report on their projects at a symposium every semester.

In the 2012-2013 academic year, Environmental Affairs hosted Environmentalist-in-Residence, Mark Tercek. Tercek, CEO of the Nature Conservancy, visited two classes, contributed his insights at a roundtable with Environmental Studies faculty and staff, had a video conference discussion with faculty and students at Monterey Institute of International Studies, and gave a public presentation. In January 2014 Environmental Affairs hosted Gary Nabhan, author, farming and food advocate, and W.K. Kellogg Endowed Chair in Sustainable Food Systems at the University of Arizona Southwest Center. Nabhan visited classes, lead a discussion about his newest initiative, contributed his insights to the Franklin Environmental Center's visioning project, and engaged a larger audience though a public event with Schumann Distinguished Scholar Bill McKibben.

The website URL where information about the event(s) is available:

http://www.middlebury.edu/sustainability/fech/doenv/EIR14

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The Mahoney Center for the Arts hosted the exhibition "Nature Transformed: Edward Burtynsky's Vermont Photographs in Context" in the Spring of 2013. The exhibit incorporated several associated events such as lectures and a film screenings. Burtynsky received an honorary degree in 2013.

http://museum.middlebury.edu/exhibitions/past/2012-2013/node/843

"Environmental Observations: Land, Light, and Weather of Autumn" was exhibited in the Fall of 2013. The exhibit consisted of student art from the class "The Landscape Re-Imagined." This exhibition's art works depicting the natural environment and the climate that causes it.

In the winter and spring of 2012 the Mahoney Center for the Arts hosted the exhibition, "Environment and Object • Recent African Art." This exhibition featured works by contemporary sub-Saharan African artists that respond to urban, natural, and economic environments. From appropriated waste materials turned into site-specific installations and sculptures to photographs of ravaged and degraded environments, the exhibit included works of art that scrutinize man-made environmental disasters, natural resource problems,

deforestation, and other ecological issues.

In the Spring of 2015, the Mahaney Center for the Arts and the Music Department will present "The Nile Project," a performance project with music from the 11 countries touching the Nile river, bookended by panel discussions, workshops, and other related events concerning water resources, commerce, and international rights and relations.

http://www.nileproject.org/

Many of Middlebury's Art in Public Places artworks have a sustainability connection and are visible throughout campus.

http://www.middlebury.edu/arts/campus

The website URL where information about the cultural arts event(s) is available:

http://www.middlebury.edu/arts/news/MCA_green

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The Middlebury Outdoors Program and the Middlebury Mountain Club both offer numerous opportunities for students to appreciate nature, develop skills in a wide range of outdoor activities and how to practice Leave No Trace principles. The Outdoors program offers:

Outdoor Skills Courses - PE credit-bearing courses in a wide variety of outdoor activities. Canoeing and kayaking, rock and ice climbing, telemark skiing, backpacking, and winter camping are among the courses offered.

Wilderness First Aid Courses - essential knowledge for all outdoor leaders, as well as those interested in personal adventures. MOP sponsors both Wilderness First Aid (WFA) and Wilderness First Responder (WFR) courses taught by SOLO.

February Outdoor Orientation- introduces incoming February first-years to their new home here in Vermont. Small groups of first years and upper class leaders venture into the mountains surrounding campus on skis and snowshoe for overnight trips. FOO! provides a wonderful opportunity to get to know other first years and establish relationships that can help ease the transition to life at Middlebury.

Expeditions - periodic trips venturing beyond our typical programming areas in New England and New York. These trips typically occur during the various recesses in our academic calendar.

Commons-Based Outdoor Excursions - aimed at building community within the Commons, and providing healthy and invigorating recreational opportunities, these day-long adventures help small groups of commons residents explore our natural surroundings.

Faculty Support - for faculty interested in integrating outdoor experiences into their curriculum. MOP helps plan logistics, choose sites, and coordinate outdoor leaders.

The Middlebury Mountain Club (MMC) is Middlebury's largest and oldest student organization. The club is entirely organized and operated by students. The MMC sponsors and encourages Middlebury students to experience and enjoy the out-of-doors responsibly (using Leave No Trace principles), offering year-round activities throughout Vermont, the Adirondacks, and beyond. The Mountain Club's commitment to expanding access to outdoor adventure includes trips for all abilities, free equipment rental, and skill-building workshops. Additionally, the club hosts annual community events, sponsors environmentally-themed presentations and symposia, and

screens films.

The website URL where information about the wilderness or outdoors program(s) is available:

http://www.middlebury.edu/studentlife/activities/mop

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

For the academic year 2013, the Office of Sustainability Integration chose the theme of 'carbon neutrality by 2016' for the incoming Class of 2016. The office developed and printed a graphic novel "Super Sustainability, the Road to Neutrality" that was provided to every incoming freshman and infused orientation week with numerous sustainability/carbon neutrality related activities and materials all of which carried the "CO2016 Make Neutrality a Reality" logo. The office also produced a three part skit acted out by upperclassmen and alumni at the barbecue held immediately after the freshman convocation at the beginning of the school year.

The website URL where information about the theme is available:

http://www.middlebury.edu/sustainability/node/438393

A brief description of program(s) through which students can learn sustainable life skills:

The Weybridge Environmental House is home to students who seek to inform themselves and the College community about pressing environmental issues. House members form a community of supportive peers with a shared interest in examining our role as humans within greater natural systems. They also seek to minimize their negative impact on the environment. Through faculty discussion dinners, lectures, hikes, letter-writing campaigns, and networking with other college environmental houses, Weybridgers strive to live responsibly. Weybridge has a unique meal plan. Instead of going to the college dining halls, residents order food in bulk from the main dining hall and cook for themselves as a community. They also supplement their vegetarian diet with a harvest from the house's organic vegetable and herb garden. Weybridge houses approximately 10 students each year.

The website URL where information about the sustainable life skills program(s) is available:

http://www.middlebury.edu/about/campus/campusmap/locations/buildings/node/277280

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability Integration employs at least one summer intern and several interns throughout the year depending on projects, needs, and student interest.

Every summer an intern completes the Greenhouse Gas Inventory. Other recent intern projects include developing a sustainability themed graphic novel, researching alternative transportation options around Middlebury and ways of promoting them, helping launch Middlebury's pilot energy literacy campaign, contributing to the collection of STARS data, and researching sustainability strategies and methods of accounting for transportation GHG emissions.

The website URL where information about the student employment opportuntities is available:

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

Leading up to graduation, students are asked to sign and online pledge stating "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

When students pick up their graduation robes, there are green ribbons available for those who have signed the pledge to wear at commencement.

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

Representatives from athletic teams choose to be sustainability liaisons. This group of athletes is working with the Director of Athletics and Office of Sustainability Integration to develop a green certification program for athletic teams at Middlebury.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

"---" *indicates that no data was submitted for this field*

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	No
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Visitors to the main Middlebury web page can click on a prominently displayed "Sustainability" tab. The website consolidates information from the Environmental Studies program and the Sustainability Integration Office regarding Middlebury's carbon neutrality effort, building construction, renewable energy and energy reduction efforts, recent sustainability news from our campus, and ways to get involved with student and campus groups and initiatives.

The website URL for the central sustainability website:

http://www.middlebury.edu/sustainability/

A brief description of the sustainability newsletter:

The Franklin Environmental Center at Hillcrest sends out an annual newsletter that highlights student, staff, and faculty research in sustainability, brief bios of key figures in sustainability on campus, recent campus initiatives, and alumni news.

A weekly newsletter is sent out from the Franklin Environmental Center at Hillcrest with announcements and upcoming events.

The website URL for the sustainability newsletter:

http://www.middlebury.edu/academics/es/news/environmentalnews

A brief description of the social media platforms that focus specifically on campus sustainability:

The Franklin Environmental Center at Hillcrest has a Facebook page and Twitter account which disseminate information about environmental news, events, and opportunities at Middlebury and in the surrounding community.

The Office of Sustainability Integration also created a tumblr for Be Bright, Middlebury's Energy literacy campaign with information regarding energy, photographs, articles, and interviews. The tumblr aims to educate students about energy, inspire energy conservation, and increase involvement in energy literacy initiatives.

http://middbebright.tumblr.com/

The website URL of the primary social media platform that focuses on sustainability:

https://www.facebook.com/MiddFECH

A brief description of the vehicle to publish and disseminate student research on sustainability:

The Environmental Studies department publishes the titles of Senior theses online. These theses can be found in the Main Library.

An annual student research symposium also provides the opportunity for students doing research in sustainability as well as other disciplines to share their work.

Middlebury also has an online forum for discussion and dissemination of any any project that students or faculty choose to post to the site (

http://blogs.middlebury.edu/middlab/

). Each project is tagged by theme, so a visitor to the site can search for all listed projects that are related to sustainability among many other topics.

The website URL for the vehicle to publish and disseminate student research on sustainability:

http://www.middlebury.edu/academics/es/work/esseniortheses

A brief description of building signage that highlights green building features :

In the Franklin Environmental Center at Hillcrest, visitors can find signs outlining many of the features that qualified the building for LEED Platinum certification. A touch-screen monitor is also available for visitors to further explore the building's sustainability features.

The website URL for building signage that highlights green building features :

http://www.middlebury.edu/sustainability/design/franklin/features

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

Signs in the dining halls give an overview of where campus food comes from, how Middlebury College defines 'local', the proportion of our food that is local, and highlights a local food item of the week. Ross Dining Hall labels local ingredients.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

http://www.middlebury.edu/studentlife/dining/Local

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

Middlebury has an interactive online campus map with information about many of the sustainability features on campus.

Additionally, during first year orientation, students are given the opportunity to go on a tour of our campus' key sustainability facilities (biomass plant, organic garden, etc.). The Office of Sustainability Integration and trained Campus Sustainability Coordinators provide sustainability tours of campus upon request.

The website URL of the sustainability walking map or tour:

http://sandcat.middlebury.edu/comm/sites/sustainabilitytour/

A brief description of the guide for commuters about how to use alternative methods of transportation:

The Sustainability website lists bus schedules, resources for bikers, Zipcar information, and ride-share information.

The website URL for the guide for commuters about how to use alternative methods of transportation:

http://www.middlebury.edu/sustainability/transportation

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The website URL for navigation and educational tools for bicyclists and pedestrians:

A brief description of the guide for green living and incorporating sustainability into the residential experience:

The Sustainability website offers recommendations for how students live more sustainably. The site includes tips related to waste reduction, energy conservation, transportation, and other topics pertaining to sustainability. All first year students also information online through orientation communications with sustainable tips and practices.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

http://www.middlebury.edu/sustainability/tools/footprint

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

The main newspaper at Middlebury, The Middlebury Campus, features a regular Op-Ed called "The Green Piece" as well as regularly covering other green news on campus and beyond. There is also an annual "Green Issue" dedicated entirely to topics related to environment and sustainability.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

http://www.middleburycampus.com/

A brief description of another sustainability publication or outreach material not covered above (1st material):

In an effort to creatively engage the incoming Class of 2016 in Middlebury's goal of carbon neutrality by 2016, the Sustainability Integration Office developed a graphic novel about the college's sustainable journey. Every freshman orientation envelope included the comic entitled, 'Super Sustainability: The Road to Neutral'. In the spring of 2013, an intermediate German class chose to translate the graphic novel from English to German. The translated version was used in Middlebury's summer language school.

The website URL for this material (1st material):

http://www.middlebury.edu/sustainability/node/438393

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

No

A brief description of this material (2nd material):

The website URL for this material (2nd material):

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

No

A brief description of this material (3rd material):

The website URL for this material (3rd material):

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

No

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

• Increased awareness
• Additional members of a mailing list or group

"---" *indicates that no data was submitted for this field*

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

The name of the campaign (1st campaign):
Social Entrepreneurship and Social Justice Symposium

A brief description of the campaign (1st campaign):

In January 2013, the Middlebury Center for Social Entrepreneurship hosted its second annual symposium. This year's theme focused on Social Entrepreneurship and Social Justice. Over the course of three days, participants engaged in topics related to social entrepreneurship and social justice through keynote addresses by Billy Parish and Majora Carter, six workshops led by educators and alumni, presentations by Middlebury students who worked with community partners to address social issues in the area, and conversations with peers.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

The Social Entrepreneurship and Social Justice symposium drew over 400 college students from Middlebury and New England, community members, faculty and staff, and local high school students.

The website URL where information about the campaign is available (1st campaign):

http://mcse.middlebury.edu/programs/symposium/symposium-archives/

The name of the campaign (2nd campaign):

Be Bright - Middlebury's Energy Literacy Campaign

A brief description of the campaign (2nd campaign):

In the Spring of 2013, the Office of Sustainability Integration launched Be Bright Middlebury's Energy Literacy Campaign. The goal of the pilot campaign is to create greater literacy among students about personal energy use and Middlebury College's energy use and sources. A series of events and communication materials aim to educate the campus about energy, inspire actions that further wise energy use and conservation, and generate innovative thinking in regard to energy problems and solutions. Events included a local dinner with guest speaker, Bill McKibben, a series of 'Power Potluck' community dinners in which a group of 8-10 students get together to informally discuss and learn about energy, a two weeklong educational display in the library, a student art show focusing on energy and entropy, and a Watt-A-Thon competition hosted by YouPower, a student run cycling room on campus that produces energy. Other components of the campaign include an initial 'Perceptions and Practices' survey, an informational tumblr (

middbebright.tumblr.com

), posters and table tents in the dining halls with energy facts and tips, featured Middlebury Energy Experts of the week, and photo documentation of 'Be Bright Energy Pledges' posted on the tumblr site and our facebook page.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

150 students attended the Be Bright dinner kick off with Bill McKibben. The campaign, which concluded in mid-May 2013, received nearly 300 survey results and 150 energy pledges.

The website URL where information about the campaign is available (2nd campaign):

http://middbebright.tumblr.com/

A brief description of other outreach campaigns, including measured positive impacts:

In the Spring of 2013, EatReal, a student-run organization at Middlebury College that promotes conscientious consumption among the student body, organized RealFood Week. The week consists of a broad array of academic and extracurricular programming that seeks to engage all facets of the Middlebury community. Events included a campus-wide local dining hall meal, a local dinner event with 100 attendees, a film screening of Ingedients, keynote address focusing on Higher Education's Role in Creating Sustainable, Just, and Humane Food Systems, organic farming tutorials, panel conversation, and a local food themed trivia night and pub night. The group also created a petition to increase the budget for local food in the dining hall.

The EatReal campaign reached the entire student body through campus-wide local dinners and received 1,150 petitions.

Employee Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Educators Program

Employee Orientation

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

"---" indicates that no data was submitted for this field

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation:

New employees are shown a welcome video which highlights the campus carbon neutrality initiative and other programs including recycling and composting. This aims to connect Middlebury's leadership role in environmental education and daily activities on campus. In addition, the packet of information provided to new employees includes "Get to Work- Go Green" information on ways to reduce the carbon footprint associated with commuting to work (including free use of public transportation for Middlebury employees) & "Reduce, Reuse, Recycle" which covers not only recycling on campus but other services such as the Reuse trailer, shredding confidential documents and reusing packing materials.

The website URL where information about sustainability in new employee orientation is available:

Staff Professional Development

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

• Specialized training for a small group of staff
• The opportunity to participate in an institutional sustainability committee or group

Submission Note:

The program trained 31 Middlebury faculty members (12% of faculty) and 4 Monterey Institute of International Studies faculty members (6%).

"---" indicates that no data was submitted for this field

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Director of Sustainability Integration Jack Byrne and Professor of Environmental and Biosphere Studies Stephen Trombulak began leading annual workshops on integrating sustainability into the curriculum in 2009. The workshop allows faculty members the opportunity to converse with their peers and discover how the concept of sustainability is relevant within their own discipline.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

12

The website URL where information about staff training opportunities in sustainability is available:

http://www.middlebury.edu/sustainability/tools/courses

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

Community Partnerships

C.Transformative	• *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • *Commitment:* Institution provides faculty/staff and financial or material support • *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

In regard to "transformative" sustainability partnerships, we recognize the opportunity for deeper community impact through developing multi-year / ongoing community partnerships that would guide the research areas of the environmental studies senior seminar and could offer additional opportunities for community connections across the curriculum. Working towards this goal is an action item in the above-mentioned EPA grant and will also be discussed as part of the April 2014 External Review of Middlebury's Environmental Studies Program.

"---" *indicates that no data was submitted for this field*

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:

Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

Middlebury College contributes to the area's regional transit system to ensure the availability of alternative transportation in the area. The College also regularly collaborates with the Town of Middlebury. For example, there were two representatives from the town of Middlebury on the committee that wrote the 2008 Campus Master Plan, which has sustainability as a theme.

Additionally, there are classes at the college offered periodically that do one-month to one-semester community research projects on a range of sustainability topics. One example is a January 2013 course on conservation planning that drafted recommendations for the Town of Middlebury's conservation plan. Second, the Environmental Studies Program received a grant from the EPA's "Campus Environmental Stewardship" program that supported the introduction of community-connected projects in the areas of climate change and

water quality to 3 courses (

). These included a chemistry class working with area wastewater treatment plants, a geology class looking at records of climate change in lakes for the Vermont Department of Environmental Conservation, and a psychology class empowering staff and clientele of our local poverty relief agency to engage with efforts to address climate change. Faculty indicated willingness to maintain these community connections when they next offer these courses.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:
Yes

A brief description of the institution's collaborative sustainability partnership(s):

The Environmental Studies Senior Seminar works with a community partner every semester on an environmental sustainability project. While these are semester-long projects, some have built open each other and/or we have worked with the same partner for several semesters. Past examples of these types of collaborations have been in the areas of biomass harvesting guidelines, solar energy, and transportation. All projects are inherently designed to address multiple dimensions of sustainability given the interdisciplinary nature of our program. A good example of this was a 2010 project with various state partners around naturally occurring drinking water contaminants where students contributed to the scientific, social, economic, and political aspects of the issue. The 2013-2014 seminars, in addition to work with a range of partners (faith-based environmental groups, policy makers advancing carbon pricing mechanisms, & resiliency and adaptation planners) are also engaged with storytelling as an important aspect of addressing sustainability issues.

The institution supports these partnerships through a staff position in the environmental studies program as well as through the Community Engagement Office. Campus members are engaged as mentors to the project; community members also serve as mentors and are invited to the seminar as guest experts.

For more details and to view the range of past projects, see:

http://www.middlebury.edu/academics/es/work/communityconnectedlearning/envs0401

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:
No

A brief description of the institution's transformative sustainability partnership(s) with the local community:

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

The environmental studies senior seminar has periodically worked with non-local partners on sustainability projects. Recent examples include a Spring 2013 seminar which was themed, "Transboundary Issues in Sustainability" and conducted projects with partners in Vermont, New York, and Canada. A Fall 2011 project worked with a local consulting company but researched the climate change vulnerability of global hydropower facilities.

The website URL where information about sustainability partnerships is available:

http://www.middlebury.edu/academics/es/work/communityconnectedlearning

Inter-Campus Collaboration

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

"---" *indicates that no data was submitted for this field*

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Both Nan Jenks-Jay, the Dean of Environmental Affairs, and Jack Byrne, the Director of Sustainability Integration, have contributed to books and papers, given presentations, and been in frequent communication with their counterparts at other institutions in order to collaborate and move sustainability efforts forward.

Students and staff members have collaborated in presenting for webinars and at conferences such as the 10th Annual Conference of the Environmental Consortium of College & Universities at Pace University. The Director of Sustainability participated in several webinars including the EPA Power Partnership, Biomass Thermal Energy Council, and Green Revolving Loan Fund webinars.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

Middlebury participates in the Vermont Campus Sustainability Network (

http://www.vtgreencampus.org/

). Middlebury's Sustainability Office is an active member of the Northeast Campus Sustainability Consortium which is the largest regional sustainability networking organization in the US. We participate in the steering committee of the group and help organize an annual conference and a meeting for members at the annual AASHE conference.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Middlebury's Sustainability Director is the Special Area Leader for Green Campuses for the International Union for the Conservation of Nature's Commission on Education and Communication. He has worked actively with counterparts and nascent sustainability efforts at various campuses internationally including Hungary, China, Australia, Germany, and the United Kingdom.

Middlebury plays an advisory and support role to the Monterey Institute of International Studies' Sustainability Council in Monterey, CA. The College helps to advise their carbon neutrality effort and incorporate sustainability into their new master plan.

In 2009, 2010, 2012, and 2013, Jack Byrne, Director of Sustainability Integration, spent two days at Wofford College in Spartanburg, SC, advising and working with the Environmental Studies and facilities groups on developing and advancing their sustainability agenda.

The 2013-2014 EPA / Campus Environmental Stewardship Grant mentioned above is administered through the Northern New England Campus Compact, a consortium of regional schools that are committed to supporting community engagement. Our grant action plan includes a conversation with the other Vermont recipients of this grant to explore state-level collaborations. Further, grant project managers from across the region are attending a regional climate change adaptation workshop in May 2014 to identify collaborative opportunities.

The website URL where information about cross-campus collaboration is available:

Continuing Education

Responsible Party

Nan Jenks-Jay
Dean of Environmental Affairs
Environmental Affairs

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

"---" *indicates that no data was submitted for this field*

Does the institution offer continuing education courses that address sustainability?:
Yes

Number of continuing education courses offered that address sustainability:
1

Total number of continuing education courses offered:
2

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

see:

http://www.middlebury.edu/media/view/464872/original/bread_loaf_brochure_2014.pdf

Bread Loaf Orion. It will be a week-long professional conference for writers of poetry, fiction, and nonfiction. It has an environmental focus. There will be writing workshops for each of the three genres, readings in the evening, meetings between participants and visiting agents and editors, discussion panels, and a handful of one-off lectures and classes about the art of writing. Each faculty member who elects to give a lecture or teach a class will decide its content (usually focused on an aspect of craft). We'll have a more detailed schedule posted online in late May.

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:

Year the certificate program was created:

The website URL where information about sustainability in continuing education courses is available :

http://www.middlebury.edu/blwc/BLOrion

Community Service

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

"---" *indicates that no data was submitted for this field*

Number of students engaged in community service:

1,500

Total number of students :

2,495

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

60,000

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

Staff members volunteer for the annual United Way Days of Caring without using their Combined Time Off (vacation time). The Middlebury College Staff Council also sponsors an annual fall food drive for staff members to contribute food items for the local food shelf. Middlebury College Community Engagement sponsors the "Giving Trees" program in collaboration with local non-profit Helping Overcome Poverty's Effects (HOPE) to provide holiday gifts for local families in need. Various staff members also arrange one-time community service events with their office colleagues. One example is cooking at the Community Supper program.

The website URL where information about the institution's community service initiatives is available:

http://www.middlebury.edu/studentlife/communityengagement

Community Stakeholder Engagement

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

"---" *indicates that no data was submitted for this field*

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

A committee consisting of the Special Assistant to the President, Associate Vice President for Operations, Assistant Treasurer and DBS, and others as appropriate to the topic, work regularly with various parts of the Town of Middlebury municipal government including the Planning Commission, Selectboard, Economic and Business Development, Public Works, and Public Safety. The College also appoints a staff member to serve on the board of directors of the Addison County Transit Resource and meets regularly with their staff to adjust routes, do outreach to students, faculty and staff re: riding the bus. Other departmental staff work closely with various other stakeholders (see list below) on an "as needed" basis

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

For Town engagement a committee meets two times per year with the Planning Commission for the Town of Middlebury. The agenda is to understand the impact of the College on the town and to identify collaborative projects that can address town or college issues, or issues of shared concern. The other stakeholders listed below are groups that the College has identified over the course of years of engaging with the greater Middlebury community as key stakeholders. Various departments take the lead in connecting with various groups and maintaining communication with them and in bringing issues and opportunities of mutual concern for decisionmaking at the appropriate level of the college and usually in consultation with the Special Assistant to the President who is responsible for community engagement.

List of identified community stakeholders:

Government:
Town of Middelbury (Selectboard, Planning, Public Works, Economic and Business Development, Parks and Recreation Dept, Public Safety, Energy Committee)
Addison County Regional Planning Commission
Addison County Transit Resources

NGO:
Porter Hospital
Middlebury Area Land Trust
Addison County Chamber of Commerce
Addison County Economic Development Agency
Trail Around Middlebury
Middlebury Regional EMS
Better Middlebury Partnership (Downtown Events)
Addison County Relocalization Network
Middlebury Rotary
Helping Overcome Poverty's Effects
United Way of Addison County

Education:
Cornwall School
Weybridge School
Ripton School
Middlebury Union Middle and High School
Mary Hogan Elementary School
Hannaford Technical Career Center
Salisbury School
Orwell School

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The most significant outcome of the past three years was successfully navigating a contentious proposal involving the Town and the College and the voters to swap and purchase land, move buildings, and build a new Town Municipal Center and commercial space. This process had heavy public involvement of many stakeholder groups with views in support or opposition to the project. It required a lot of participation from the College working with the Town and various stakeholders to explain the College's position and willingness to contribute the the cost of the project, what land would be swapped, and mitigating perceived impacts to make the project work. The town did vote favorably on the final version of the proposal and the project is underway.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" *indicates that no data was submitted for this field*

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

Middlebury wrote letters to Vermont Legislators in support of the Higher Education Sustainability Act and we have a formally designated administrator who regularly informs and advocates for sustainability issues with the Vermont congressional delegation. Middlebury has also supported student sustainability advocacy in many instances.

There have been several public policy-linked environmental studies senior seminars. 2013 projects included policy development in support of a carbon-pricing mechanism for the state and a series of podcasts that grappled with the ability of the public to engage in the Vermont Public Service Board process regarding energy development proposals. In 2011 students researched dams in Vermont and presented their recommendations for removal vs. conversion to hydropower development to the state legislature. A 2010 project wrote and advanced legislation about drinking-water well testing that passed the House and Senate Energy and Natural Resources Committees but was ultimately vetoed by the governor.

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hospital Network

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

We are in the process of reviewing the methodology for our business travel emissions and it is possible those numbers will change if a more accurate method is developed.

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	No
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Middlebury's GHG inventory was developed by it's Office of Sustainability Integration and student summer interns in 2007. After extensive research about the various options available (e.g., the Clean Air Cool Planet GHG calculator) we concluded that a custom GHG spreadsheet/workbook would be most suitable. It is based primarily on the WRI ghg protocol and the EPA Climate Leaders guidance and emissions factors.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

Yes

A brief description of the internal and/or external verification process:

The GHG is prepared annually by the Office of Sustainability Integration using data from various sources within the College, primarily Facilities and the Budget Office as well as data from our utility companies (electric and solid waste). The scope 1 emissions data and results are then reviewed and ok'd (or modified if needed) by the Director of Facilities. The scope 2 data comes directly from the utility

accounting office after they produce their annual fuel mix report which is independently audited. Scope 3 data for solid waste comes from our Materials Recovery Facility which tracks recycling and waste on a monthly basis. This data is not verified internally but is externally by the recycling service that receives our recyclables (66% of total waste typically). The amount of landfill waste is derived from the internal data and is not independently verified by the receiving landfills since it is not tracked separately.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	8,996 *Metric Tons of CO2 Equivalent*	26,592 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	370 *Metric Tons of CO2 Equivalent*	366 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	864 *Metric Tons of CO2 Equivalent*	635 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	10.56 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	550 *Metric Tons of CO2 Equivalent*	865 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

We purchase carbon offsets from Native Energy (Vermont) equal to the estimated emissions from our Snow Bowl ski area. The estimate includes all carbon emissions from the operation of the Snow Bow plus an estimate of the seasonal emissions from vehicles used by the skiers who come to the Snow Bowl.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,006	2,718
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	3,006	2,718
Full-time equivalent of employees	1,321	1,186
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the GHG emissions baseline was adopted:

2007 was the year we adopted our goal of carbon neutrality by 2016.

Gross floor area of building space, performance year:

2,366,886 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	220,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	4,426 *Metric Tons of CO2 Equivalent*
Commuting	0 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	153 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/search/?institution_name=middlebury&carnegie_class=%3F%3F&state_or_provinc e=%3F%3F

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Middlebury is on track to meet its goal of carbon neutrality by 2016, according to an update issued by the College's Office of Sustainability Integration. The reduction is largely due to the College's biomass gasification plant, which came online in 2009, and numerous energy efficiency projects.

A new biomethane initiative will provide the next major cut in carbon emissions — potentially by as much as 40%. That project will supply biomethane fuel generated from Addison County dairy farms to displace the remaining oil still used in the College's heating and cooling plant. It is estimated to come online for commissioning in late 2014/early 2015.

The report also touches on a few other initiatives underway to reduce carbon emissions on campus.

- See more at:

http://www.middlebury.edu/newsroom/node/469210#sthash.WwJwSpZz.dpuf

Outdoor Air Quality

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

"---" *indicates that no data was submitted for this field*

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

The Athletics Department has a policy to prohibit visiting buses from idling during athletic events. They provide the bus drivers with a comfortable space in the athletic facilities where they can stay during the event. They also include in their contracts with bus companies who transport Middlebury athletes a no-idling provision. There is also no-idling signage in areas where buses park.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Our air emissions from stationary sources are dominated by our central combined heating and power plant which burns fuel oil and biomass. We are required by our air quality permit to monitor and report emissions quarterly to the VT Agency of Natural Resources. That monitoring is carried out by a consulting firm and we review and make adjustments if needed. Vermont's air quality standards are more stringent than the EPA standards and we are often well below our emissions thresholds.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	33.59 *Tons*
Sulfur oxides (SOx)	23.99 *Tons*
Carbon monoxide (CO)	30.38 *Tons*
Particulate matter (PM)	11.68 *Tons*
Ozone (O3)	0.01 *Tons*
Lead (Pb)	0.01 *Tons*
Hazardous air pollutants (HAPs)	1.04 *Tons*
Ozone-depleting compounds (ODCs)	0.01 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *Tons*

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

We switched our use of # 6 fuel oil to a low sulfur blend that reduces the amount of SOx in emissions in 2006. And we are in the process of upgrading boilers to accommodate renewable natural gas as a fuel source which we will use as a result of a project we have contracted with to produce biomethane from cow manure. This project is in the permitting phase and when completed and constructed the College will begin receiving this new fuel source. This fuel is cleaner than #6 oil and should lower emissions of pollutants further. The biomass gasification system also has two systems for removing particulates - a centrifugal cyclone separator and a microfiltration system baghouse.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Building Design and Construction

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

"---" *indicates that no data was submitted for this field*

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

The Franklin Environmental Center at Hillcrest is LEED Platinum (13,700 sq. ft.). The new (2013) Squash Court has submitted an application for LEED Gold (18,000 s. ft.), and our latest Solar Decathlon house, InSite, is also submitting for LEED Gold (1,000 sq. ft.). A new fieldhouse is under construction and will also be submitted for LEED Gold certification (79.700 sq. ft.) in Fall 2014.

Total floor area of eligible building space (design and construction):

35,400 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	13,700 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 *Square Feet*

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Dec. 10, 2008

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

Covers all projects (new or renovation) that are 5,000 sq. ft. or over $500,000. Must be designed and constructed to meet minimum LEED Silver.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

The College's Sustainable Design and Construction Guidelines require that all new buildings and significant renovations meet LEED silver at a minimum. Certification of buildings is made on a case by case basis.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://www.middlebury.edu/media/view/59871/original/SustainableDesignGuidelines_07.pdf

Indoor Air Quality

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" *indicates that no data was submitted for this field*

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

2,238,377 *Square Feet*

Gross floor area of building space:

2,366,886 *Square Feet*

A brief description of the institution's indoor air quality program(s):

The College created a new position in 2013: Energy and Technology Coordinator and hired a full-time staff person. A significant portion of the position responsibilities involves post-commissioning of buildings to assure that their HVAC systems are working properly and/or to determine what repairs and replacements are necessary to maintain healthy indoor air quality and energy efficiency. This staff person is working through a priority list with the largest/more occupied buildings as priorities. Additionally, all occupants in all building space on campus are able to register indoor air quality concerns through a Facilities Services work order. All concerns brought up in this way are addressed by Facilities staff as appropriate. Other relevant urls:

http://www.middlebury.edu/media/view/187731/original/MP6_sustainability.pdf

http://www.middlebury.edu/sustainability/policy-planning/planning/construction

The website URL where information about the institution's indoor air quality program(s) is available:

http://www.middlebury.edu/sustainability/policy-planning/planning/guiding_principles

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

• Local and community-based

And/or

• Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

"---" *indicates that no data was submitted for this field*

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

23

A copy of an inventory, list or sample of sustainable food and beverage purchases:

RFC assessment-2013-10.xlsx

An inventory, list or sample of sustainable food and beverage purchases:

This inventory is based off of data collected from October 2012 purchases using criteria from the Real Food Challenge. We plan to process additional months to provide a more representative number.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

A brief description of the sustainable food and beverage purchasing program:

Dining Services Mission Statement: Middlebury College Dining Services is committed to supporting local food systems. Our goal is to provide the highest quality and best tasting food to our students as well as to create a dining experience that engages with our community and our environment.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Four interns used the Real Food Challenge online calculator to assess food purchases from the month of October in 2012. The group felt that October is a representative month for the bulk of Middlebury's food and beverage purchases.

Total annual food and beverage expenditures:

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	---
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	---
Marine Stewardship Council (MSC) certification	---
Signatory of the Real Food Campus Commitment (U.S.)	---

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

http://www.middlebury.edu/studentlife/dining/Local

Low Impact Dining

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

• Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

   Or

• Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

• Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

   And

• Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

"---" *indicates that no data was submitted for this field*

Percentage of total dining services food purchases comprised of conventionally produced animal products:

31

A brief description of the methodology used to track/inventory expenditures on animal products:

This information comes from the results of a Real Food Calculator Findings report conducted by four student interns. The findings are based on data from March and October 2012.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

At each lunch and dinner at least one entree is vegetarian. To accommodate our vegan and lactose intolerant diners, soy milk is available in all of our dining rooms. Each dining room also features a salad bar and a deli bar with different items daily, including fresh vegetables, daily specials and a variety of vegetarian and vegan spreads and sandwich fillings. Additionally, Dining Services operates on an "open kitchen" policy. Any student who needs specific/individual help with their meal (dietary need, choice, or allergy) can speak with one of our cooking staff to have a meal made custom for their needs. In the case of vegans, we often have complete protein grain based foods available. However, some may choose to have other foods stir-fried for them by our staff instead.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

Local raw ingredients, in-season fruits and vegetables, as well as meat and poultry, are all used regularly by Middlebury's dedicated dining staff. Vermont maple syrup, eggs, soy milk, and dairy products such as milk, cheese, yogurt and ice cream can be found in the dining halls daily.

The student group, EatReal, has organized Meatless Mondays in the dining halls and Veguary, a month in which students commit to reducing their meat consumption in the dining halls.

The website URL where information about where information about the vegan dining program is available:

http://www.middlebury.edu/studentlife/dining/works/diningrooms

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" *indicates that no data was submitted for this field*

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	324,580 *MMBtu*	316,665 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	73,591 *MMBtu*	73,528 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	2,366,886 *Gross Square Feet*	2,146,716 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	220,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	8,956
Cooling degree days	507

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the building energy consumption baseline was adopted:

FY 07 was the year we adopted our carbon neutraliity by 2016 goal.

A brief description of any building temperature standards employed by the institution:

Over half of the buildings (sq. ft.) on campus use timers to regulate temperature based on occupancy hours. We maintain a 68 F setpoint in the winter and 75 F in the summer for buildings with air conditioning. We have a thermal comfort policy that requires avoiding central air conditioning in new buildings and use of siting, design, passive cooling measures first.

A brief description of any light emitting diode (LED) lighting employed by the institution:

In 2012 we installed about $350,000 worth of LED lighting around campus as the first phase of an ongoing project to convert incandescent and CFL lighting around the campus to LED lighting based on the results and performance of the pilot phase.

We had also previously replaced about 80 exterior wallpacks on exterior walls (primarily above doors) with LEDs. There are also several LED surface-mount lights that were put in during recent renovations of residential spaces.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Lighting sensors are used extensively in many of the newer buildings on campus and retrofits are done on a number of other older buildings. Several previous examples are described below. This year, as a result of a student led project an application for a loan from the Middlebury Green Revolving Loan Fund, the College installed motion sensors for lights in most of the laundry rooms on campus.

In fall 2009, the Mahaney Center for the Arts was awarded an Environmental Council grant to install occupancy sensors in practice rooms, restrooms, and corridors. The Athletics center, Axinn Center, The Franklin Environmental Center at Hillcrest, and several other buildings on campus also have occupancy sensors for lighting.

A brief description of any passive solar heating employed by the institution:

Our two solar decathlon houses, Self-Reliance and InSite, which are now student housing both incorporate passive solar design in their construction.

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

Middlebury's central heating plant produces steam from biomass gasification and fuel oil when needed. We co-generate electricity as a bi-product of steam production to heat and cool the main campus. We expect the fuel oil component will be replaced in late 2014 by renewable natural gas from a manure digester the College has contracted with to provide that fuel.

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

We use a Siemens energy management system to manage heat cooling (where available) and some interior and exterior lighting for all of the large buildings on campus.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

We have a practice of purchasing energy star appliances whenever they need to be replaced.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

We use "vending misers" in all but our glass-fronted vending machines, which are not compatible with vending misers and are labeled as energy efficient. The vending misers have occupancy sensors which allow the machine's lighting to only turn on when the space is occupied.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

Over the past ten years the College has installed $1.7 MM of energy efficiency projects which have resulted in 3.4 million kWh and $500,000 savings annually. When rebates to the College from the Vermont Energy Investment Corporation are factored in these projects have an average return on investment of 2.7 years.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://www.middlebury.edu/sustainability/carbon-neutrality

Clean and Renewable Energy

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

"---" *indicates that no data was submitted for this field*

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	12,221 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	231,905 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	108 *MMBtu*

Total energy consumption, performance year:

324,580 *MMBtu*

A brief description of on-site renewable electricity generating devices :

On-site renewable electricity generating devices include one 10 kW wind turbine, a total of 10kW of solar PV panels on two buildings, a 147 kW solar PV farm, and electricity co-generated from our biomass gasification facility which produces steam.

A brief description of on-site renewable non-electric energy devices:

An on-site biomass gasification plant replaces over 1.3 million gallons of #6 fuel oil used to heat the campus.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

We have a 500 kW solar PV system and power purchase agreement with a local entity that began operating in February, 2014. We do not include yet any of the kWh's generated in this report since it is so recent.

A brief description of the RECs and/or similar renewable energy products:

We purchase "cow power" for two buildings on campus from Green Mountain Power, which is generated by manure digestion on local dairy farms and also purchase 550 tons of offsets for Middlebury's Snow Bowl ski area from wind turbine and methane digestion projects financed by Native Energy Inc of Vermont.

The website URL where information about the institution's renewable energy sources is available:

http://www.middlebury.edu/sustainability/energy-climate

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" *indicates that no data was submitted for this field*

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	356 *Acres*
Footprint of the institution's buildings	51 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	305 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

Our main campus is managed using principles espoused by IPM. For over fifteen years, Middlebury's landscape program has been moving in the direction of becoming as organic and pesticide-free as possible given time and resource considerations. The College has intentionally greatly reduced our use of pesticides on campus, and is committed to continuing that trend with a philosophy on the main campus that chemicals be used only as a last resort.

The College subscribes to the Integrated Pest Management approach to plant pest control. This entails the limiting of vectors for infestation and growth and includes planting resistant species, limiting monocultures, limiting the introduction of pests, and generally providing for a healthy horticultural environment. When pesticides must be applied to protect the campus beauty or the safety of students, the College employs the least toxic chemicals sufficient to meet the need.

A brief summary of the institution's approach to sustainable landscape management:

The Middlebury College Campus Master Plan lists as the first two goals 1. Promote Sustainablitily in All College Operations, and 2. Enhance Middlebury's relationship to the landscape. These two principals guide all of the planning and development at Middlebury, as

well as the landscape operations.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Our selection of plant material in new landscape projects is guided by the campus Master Plan, which states: "The diversity of plant species on campus should be increased. Where possible, native plants from the Clayplain Forest, the Transition Hardwood Limestone Forest, and the Oak-Hickory-Hophornbeam Forest palettes should be utilized. These should be supplemented with additional species as appropriate for specific soil conditions and environmental stresses. Invasive introduced species should be avoided. To ensure variety and disease resistance, no more than 30% of trees on the campus should be from one family, no more than 20% should be from one genus, and no more than 10% should be from one species." Invasive species are not planted on campus, and, where practical, removed from the landscape and natural areas.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

We mix our food waste (1 part) with woodchips (3 parts) and horse manure (1 part). Horse manure we acquire from the UVM's Morgan Horse farm for the purpose of composting. Our campus landscape debris is chipped for use in composting. We do end up purchasing wood chips occasionally.

A brief description of the institution's organic soils management practices:

Our generated compost is spread both on campus proper as well as the athletic fields, and has greatly reduced the need for fertilizer inputs as well as reducing soil compaction. Lawn fertilizers are only used on campus grounds for new seeding establishment, and on the athletic fields on a prescriptive basis. No phosphorus is used in the fertilizer blends.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Locally grown plant material is used for landscape planting, and fertilizers used are blended by a local firm. The majority of plantings consist of native plants to the northeast.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Many areas of the campus utilize bio-retention ponds, swales, rain gardens, and a green roof on a dining hall. The no-mow zones on campus have also proven to be more effective in lessening storm water runoff than the previous lawn. Rain gardens and a green roof were utilized in the construction of the new Squash Center, as well as a green roof on the newest Solar Decathlon house. The campus also has several protected wetlands below campus.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Middlebury College strives to be truly sustainable in snow and ice treatment and removal, not only from an environmental standpoint, but from and economic and social standpoint as well. We have been using a pretreatment of a liquid material called Ice Ban to limit the use of both fuel and ice melters during a snow event.

We've also recently switched from using salt-treated sand to an ice melter. This material is a treated salt that will aid in the melting of snow and ice on sidewalks. The treated material is less corrosive than untreated salt and works at lower temperatures. The use of the snow melt material will provide cleaner sidewalks and roads making for safer travel conditions. Studies show that there is a net environmental benefit to using treated salt compared to sand with salt when used properly. Sand has negative impacts to the environment. These include increased phosphorus loading in adjacent waterways, sedimentation buildup in catch basins, ditches and streams and air pollution issues with particulates becoming airborne. Use of salt will reduce the use of mechanical equipment on Campus, limiting fuel consumption, and less sand use will reduce the amount of spring cleaning necessary to collect residual material.

A brief description of any certified and/or protected areas:

Middlebury College has a variety of locations that contain class 3 wetlands.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:
Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

http://blogs.middlebury.edu/middland/2010/02/11/landscape-department-wins-award/

Biodiversity

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The College owns and manages about 3200 acres of land (not including the campus) that is part of the UNESCO Lake Champlain Watershed/Adirondack Biosphere Reserve. It also owns and manages about 2500 acres of land that is adjacent to the Breadloaf Wilderness of the Green Mountain National Forest.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The College hired an ecologist to conduct an assessment of all College owned lands near the main campus and at the Breadloaf Campus adjacent to the Breadloaf Wilderness and other lands nearby. From the Executive Summary: "The purpose of this study was to provide ecological information to decisionmakers, researchers, teachers, students and general users of the 1,256 ha (3,105 ac) of Middlebury College-owned forests, fields and wetlands in the Green Mountains. Fieldwork was conducted over the course of two summers, 2011 and 2012, by walking routes across the lands to make systematic observations of natural communities and vascular plants and occasional observations of wildlife sign and wildlife habitat features such as mast stands, cavity trees and Vernal Pools with amphibian activity. A map of upland and wetland natural communities was completed during the summer of 2013 using ArcGIS 10.1. The map should be seen as our best representation of the lands' ecosystems, and as being open to future revisions and updates. Lists and maps of rare and uncommon vascular plant species were also produced. Natural communities and plant species were classified, described and ranked according to standard methodology used by natural heritage programs in the United States and numerous other countries."

A brief description of identified species, habitats and/or environmentally sensitive areas:

From the Executive Summary: "Through our intensive field work, we mapped 37 natural community types. Of the 21 upland types, all are forested communities except for one cliff and two woodland types. The 15 wetland types consist of eight non-forest (shrub and herbaceous) and seven forest types. The general landscape pattern shows a forest matrix of different sorts of Northern Hardwood Forest with hemlock or hemlock-spruce-Northern Hardwood Forest types prominent in lower parts of the landscape. Montane conifer or coniferhardwood forest types cap the Green Mountain summits and ridgeline. The upland forest ecosystem diversity features seven Northern Hardwood Forest types, eight hemlock or mixed conifer-hardwood types, and two spruce-fir types. Within this upland forest matrix are many small- and medium-size wetlands, including scattered small seepage swamps and several rather extensive seepage forests. On the Green Mountain escarpment (parts of Middlebury Gorge and all of Battell Research Forest and Clapp Lot), Hemlock, Temperate Hemlock, and Mesic Red Oak-Northern Hardwood Forests are common, included are less extensive patches of Dry Oak and Red Pine Forests and small woodlands and temperate acidic cliffs and outcrops...Two natural community types considered rare from a statewide perspective occur on the college mountain lands in the Bread Loaf vicinity; both are part of riverine systems—Sugar Maple-Ostrich Fern Riverine Floodplain Forest and River Cobble Shore. No types ranked very rare were observed on college lands. Additional rare types, Red Pine Forest and Dry Oak Woodland, occur on the escarpment at Battell Research Forest and the Clapp Lot, respectively. Thirteen uncommon types occur on the lands and comprise substantial acreage. They include upland and wetland forest types, as well as one woodland and two non-forested wetland types. Within the study area, only Northern Hardwood Forest and Alder Swamp are ranked in the most common category." ...

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Our master plan calls for the creation and/or preservation of wildlife habitat. One example of how we create wildlife habitat is by not mowing certain parts of campus lawns, which provides important habitat for pollinators including native bees. In fields used for biology research mows are timed such that they allow fledgling birds to leave their nests safely before the area is mowed. The above mentioned ecological assessment of College lands and wildlife habitat has been provided to the Buildings and Grounds committee of the Board of Trustees for consideration in future land management decisions. url's:

http://www.middlebury.edu/media/view/210711/original/MP8A_naturalsystems.pdf

http://www.middlebury.edu/media/view/210721/original/MP8B_naturalsystems.pdf

The website URL where information about the institution's biodiversity policies and programs(s) is available:

http://www.middlebury.edu/media/view/210711/original/MP8A_naturalsystems.pdf

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Carol Peddie
Director, Financial Planning and Analysis
Library and information Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

Library and Information Services (LIS) provides a single office computer to each faculty and staff member who requires one for performance of job responsibilities. This is a College-owned computer and remains at the College when the faculty or staff member leaves Middlebury. LIS does not provide desktop computers for use at home. A laptop is encouraged for faculty members with long-term appointments to expedite a computing environment in which faculty may use the computer in the office, at home, and in the classroom. Printing is done via the network to departmental printers. Middlebury College's Library and Information Services policy is to purchase computers and other electronics that are Electronic Product Environmental Assessment Tool (EPEAT) certified...

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Library Information Services Staff is in charge of all computer purchasing on campus and it is their practice to purchase EPEAT Gold computers and monitors.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	732,485 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

732,485 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://www.middlebury.edu/about/handbook/lis/computing_facstaff

Cleaning Products Purchasing

Responsible Party

Sylvia Manning
Asst. Director, Custodial Svcs
Facilities Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

Middlebury's Custodial Services staff use numerous green alternatives to the standard cleaning chemicals, and use other technologies such as microfiber cloths, central vacuum systems, and ozone machines. They also continuly to look for new ways to reduce the reliance on harmful chemicals and replace them with high performing health, green alternatives.

Middlebury uses the Betco Green Earth products line for much of its cleaning needs. This includes a peroxide cleaner for daily bathroom cleaning, window cleaner for glass, and an all purpose cleaner for nearly everything else. For touch points (door hardware, faucet handles, dispenser handles, light switches), they still use a disinfectant to curb the spread of germs. For an abrasive cleaner they use A-Ben-A Qui, a non-toxic paste cleaner that works wonders! The use of bleach and comet has been greatly reduced, but it is still kept on hand for blood spills.

Microfiber cloths capture dirt and bacteria at a higher rate and require fewer cleaning chemicals compared to regular cleaning cloths. Microfiber mops deposit less water on the floor which means floors dry faster, creating a safer walking surface.

Middlebury also using central vacuum systems whch are much healthier for users and building occupants because they vent the dust and dirt away from the living/working areas, central vacs also use cleanable filters and collect the dirt in drums, so no disposable vacuum bags are needed. Canister vacs are used in some areas, but central vacs have been installed in most of the large buildings and some of the mid-sized buildings on campus.

Custodial Services also use an environmentally friendly carpet cleaner (Carpet Complete by Envirox) and are currently researching greener floor strippers and finishes but have yet to find an acceptable system. They also do not use shampoo with each extraction on our carpets, instead, they spot treat stains and use a water rinse between chemical extractions.

For odor elimination, Middlebury uses ozone machines to remove odors from painting, cigarette smoke, and carpet installations, avoiding the need for chemical odor removers.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

The custodial department has replaced many of their conventional cleaning products with Green Seal (tm) products. Middlebury now uses the Betco Green Earth product line for much of its cleaning needs. This includes a peroxide cleaner for daily bathroom cleaning, window cleaner for glass, and an all purpose cleaner nearly everything else.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

20,000 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

36,000 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

We also use Aqueous Ozone Machines & cartridges. This green cleaner has reduced our costs as well. Other ways we have reduced cleaning chemicals impacts are use of microfiber cloths and mop heads to clean glass and floors which can often do the job with only water as a cleaning solution.

A copy of the sections of the cleaning contract(s) that reference certified green products:

The sections of the cleaning contract(s) that reference certified green products:

in-house policy and practice.

The website URL where information about the institution's green cleaning initiatives is available:

http://www.middlebury.edu/sustainability/resource/cleaning

Office Paper Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

When purchasing paper the College will consider environmental, economic, supply and technological sustainability. For paper used in College offices, in copy machines campus-wide, in student computing laboratories and for College stationery and letterhead papers, for outsourced jobs that use sheet-fed printing, the paper must be Labeled Process Chlorine Free (PCF - not bleached with chlorine and chlorine derivatives), 100% post-consumer waste recycled paper (PCW) and/or paper made without trees, OR Forest Stewardship Council certified 100% PCW if the cost is within acceptable range. For paper used for outsourced jobs that use web-fed printing, the paper will be the highest percentage PCW suitable for the job.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

The paper policy was developed by the College's Environmental Council in 2007. They worked with a wide range of campus groups to assess paper usage, research the availability, quality, and user experiences of 100% PCW-PCF papers, and conducted an extensive pilot program to test the performance of such paper. The Council's recommendation to adopt the new policy was accepted by President Ron Liebowitz and put into effect shortly thereafter.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	578 *US/Canadian $*
30-49 percent	17,682 *US/Canadian $*
50-69 percent	6,317 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	35,880 *US/Canadian $*

Total expenditures on office paper :

63,108 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://www.middlebury.edu/sustainability/resource/paper

Inclusive and Local Purchasing

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Middlebury's purchasing policy states that "Where possible, given the nature of the College's rural location, Middlebury's commitment to institutional diversity should be reflected in the placing of College business so as to encourage the entrepreneurial efforts of minorities within Vermont specifically, and the region and nation more generally."

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.middlebury.edu/sustainability/commitment/policies/purchasing

Life Cycle Cost Analysis

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

"---" *indicates that no data was submitted for this field*

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

> 1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

> And/or

> 2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" *indicates that no data was submitted for this field*

Total number of vehicles in the institution's fleet :

58

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	4
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

"---" *indicates that no data was submitted for this field*

Total percentage of students that use more sustainable commuting options:

97

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	3
Walk, bicycle, or use other non-motorized means	0
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

Ninety-seven percent of Middlebury's academic year and summer language school students live on campus (2906 out of 3006 full time equivalent students in FY 13). Because the campus is relatively compact and parking is generally on the outskirts of campus nearly all students walk or bike to get around.

The website URL where information about sustainable transportation for students is available:

http://www.middlebury.edu/sustainability/transportation

Employee Commute Modal Split

Responsible Party

Jack Byrne

Director of Sustainability Integration

Environmental Affair

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

These numbers are based on the results of a 2011 survey with a response total of 249 out of about 1,000 employees. We are currently working with the Regional Transit Agency to better quantify and understand employee commuting habits, perceptions, and barriers.

"---" indicates that no data was submitted for this field

Total percentage of the institution's employees that use more sustainable commuting options:

46

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	54
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---

Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The website URL where information about sustainable transportation for employees is available:

http://www.middlebury.edu/sustainability/transportation

Support for Sustainable Transportation

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

   And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

There are two indoor bike racks in the Davis Family Library. Sheltered bike racks are available at the Franklin Environmental Center at Hillcrest and the Starr Axinn center. Bike racks are also available many other places though not sheltered or indoors. The Franklin Environmental Center at Hillcrest and the Kitchell House both have shower facilities for occupants. Faculty lockers are available at the athletic center.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks are available close to most all residential, classroom/office buildings on campus and most residential halls have indoor bike storage space.

The Middlebury campus is bicycle friendly. Bikes are strongly encouraged as an alternative to cars. Students who bring their own bikes are asked to register them with the Public Safety office so they can be identified in the event that they are lost or stolen and recovered. There is ample outdoor bike rack space, and indoor storage is available during the winter months. We also have a student-run, campus-based bike repair shop with free maintenance and repair classes. Students can apply their repair skills to one of the abandoned bikes the College has collected over the years; once they fix it, it's theirs!

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Middlebury College students, faculty, and staff can ride for free on the local Addison County Transportation Resources buses. In the winter, the College offers a free shuttle that runs between campus and the College's Snow Bowl. The College also subsidizes the "Link" bus offering transportation to and from Burlington, VT and also offers discounted charter buses to popular locations (such as New York City and Boston) for school holidays. It is also working with the local transportation agency in a study to revise bus routes to better serve the daily needs of students traveling to and from campus.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

Middlebury College is a member of Go! Vermont which provides a guaranteed ride home to Vermont users.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The College encourages participation in Go! Vermont, a ride share program sponsored by the Vermont Agency of Transportation. Students, faculty, and staff worked closely with the Go Vermont Program to help put in place a more robust and useful ride share software program (ZimRide) used not only by the college and Addison County, but also state of Vermont. The Office of Sustainability Integration is working directly with Go Vermont and Go Addison County to make recommendations for improvements and to ensure that the program is working well for the Middlebury community.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Middlebury participates in ZipCar and has two ZipCars on campus.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Telecommuting is available to all employees with permission from their supervisor.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

A condensed work week is available to all employees with permission from their supervisor.

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

College Housing Loan Program:
The College's second mortgage program is designed to help eligible faculty and administrative staff to purchase or build a home close to campus. The College desires to have its employees become an integral part of the local community. The primary purpose of the program is to attract and retain faculty and administrative staff members at the College, particularly during
economic periods when interest rates and housing costs may prevent or discourage individuals from accepting positions in our area. Furthermore, when employees purchase their own homes, the need for the College to purchase houses in the area is reduced. Home ownership in neighborhoods fosters a stronger sense of community than rental by tenants.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

The Student Government Association uses funds from a parking fee to provide low-cost bus service from campus to high traffic destinations by students going from and coming back to campus during breaks. The SGA provides inexpensive and convenient bus service to and from:

Burlington International Airport (The airport serves as a transportation hub for major airlines such as Continental, Delta, JetBlue, United and USAir)
Burlington Greyhound Station (The Greyhound station provides bus service to Montreal and Boston four times a day, everyday)
Essex, VT Amtrak Station
Port Henry, NY Amtrak Station
Boston- South Station, Atlantic Avenue side
White Plains, NY- White Plains Metro North Station
New York City- Penn Station

Buses are offered for:
Fall break
Thanksgiving
Winter break
Feb break
Spring break

http://www.middlebury.edu/studentlife/activities/sga

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.middlebury.edu/sustainability/transportation

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

"---" *indicates that no data was submitted for this field*

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	399.94 *Tons*	462.29 *Tons*
Materials composted	360.42 *Tons*	329.97 *Tons*
Materials reused, donated or re-sold	25.65 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	418.02 *Tons*	616.99 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,006	2,718
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	3,006	2,718
Full-time equivalent of employees	1,321	1,186
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

A brief description of when and why the waste generation baseline was adopted:

2007 was the year we adopted our goal of carbon neutrality by 2016.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Anything that is reusable at Middlebury, like electronics, school and office materials, or clothes, may be brought to the Recycling Center at any point during the year is placed in the reuse trailer. The center is open year round, and any member of the College community can go to the center and take a small bag of materials to reuse them.

Additionally, Facilities Services keeps an inventory of furniture and other surplus college property and makes those items available for sale to college community members.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

A brief description of any limits on paper and ink consumption employed by the institution:

Each semester, non-seniors are allotted $25 (equivalent to 500 black & white single-sided pages or 625 black & white double-sided pages) and seniors are allotted $50 to print from computer labs and libraries on campus: 5 cents is charged per black & white single-sided page, and 8 cents is charged per black & white double-sided page. After students deplete their allotted balance, they may pay to add additional funds to their account. Unused quota amounts are rolled over each semester within an academic year. Copying is not included, and students must pay 10 cents for each copy made.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Middlebury sets up Drop-Zones at the end of the year to collect large and small reusable items. All trash/recycling is brought to our Recycling Facility. Materials are looked at to determine whether they can be reused, recycled, or composted. We fill the equivalent of 2-4 tractor trailers of reusable items such as school supplies, dishes and other kitchenware, clothing, and furniture each year. Those items are then made available to the College community for a very low price.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The Recycling Center is in the process of testing single stream recycling at the College to see if this practice increases recycling rates and decreases labor costs.

A brief description of any food waste audits employed by the institution:

A student campaign, Weigh the Waste, weighed post-consumer food waste at dining halls once a week in the fall of 2013. Data collected during the campaign was displayed in dining halls. The Environmental Council is currently discussing the possibility of implementing a yearly food waste audit.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

During Dining Services training, employees are instructed on how to compost pre and post consumer waste from kitchen food waste, prep waste, and spoilage.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

In 2007, the dining halls stopped making trays available to all students. Trays are still available to students with disabilities. Similarly, in retail services dining areas, trays are still available for students or guests with disabilities.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

The dining halls offer compostable to-go containers during lunch hours for students who do not have time to sit and eat their meal.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All "dine in" service ware is reusable.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Wilson Library Cafe and MiddXpress, the campus convenience store, charge $1.55 for a small coffee and $1.85 for a large, but only $1.25 for coffee in any size reusable mug.

A brief description of other dining services waste minimization programs and initiatives:

The Recycling Center has a reuse trailer. Students, faculty, and staff visit the reuse trailer to pick up reusable items that were recycled or thrown out on campus.

The website URL where information about the institution's waste minimization initiatives is available:

Waste Diversion

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" *indicates that no data was submitted for this field*

Materials diverted from the solid waste landfill or incinerator:

760.35 *Tons*

Materials disposed in a solid waste landfill or incinerator :

418.02 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Middlebury has an on-campus material re-use facility, commonly known as the recycling center, with bailers, a trash compactor, a paper shredder, and a glass pulverizer. The recycling center also has a reuse trailer where members of the college community can come to purchase reusable items collected during move-out or brought to the center throughout the year. All buildings on campus have well-labeled recycling stations, making recycling simple and convenient for members of the college community. Additionally, all students, faculty, and staff receive a flyer at the beginning of the academic year instructing them what can be recycled at Middlebury as well as how to properly sort their recycling at the stations in their dorms or offices. More information about recycling at Middlebury can be found here:

http://www.middlebury.edu/offices/business/recycle

A brief description of any food donation programs employed by the institution:

A brief description of any pre-consumer food waste composting program employed by the institution:

A collaborative effort between Dining Services and Facilities Management turns about 360 tons of food waste into rich piles of compost for use in greenhouses and gardens, and as soil amendment on campus. Food prep scraps, waxed cardboard, paper towels, napkins and food prep waste paper is composted.

A brief description of any post-consumer food waste composting program employed by the institution:

Postconsumer food residuals, waxed cardboard, and paper towels are composted. Plate waste (post consumer food residuals) is run through a pulper to remove excess water. All dining halls on campus compost postconsumer waste and all retail operations also have compost bins available.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

This data is from the construction of the Middlebury College Field House, Lobby Addition, and Squash Court (April 2013 to present).

Middlebury's Bubble was taken down as part of this construction project and rebuilt at Castleton State College 30 miles south of Middlebury rather than deposited in a landfill. See more at:
http://www.middlebury.edu/sustainability/news-events/news/2013/node/454428

"---" indicates that no data was submitted for this field

Construction and demolition materials recycled, donated, or otherwise recovered:

2,493.13 *Tons*

Construction and demolition materials landfilled or incinerated :

24.88 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

The College has Best Practices designed as directives for Construction and Demolition Contractors working for Middlebury College as well as for the staff of the college. These Best Practices ensure that hazardous and non-hazardous waste generated from demolition and construction of buildings on the Middlebury College Campus are managed to reflect the commitments made by the Middlebury College Board of Trustees. These Best Practices can be found here:

http://www.middlebury.edu/sustainability/commitment/planning/construction

Hazardous Waste Management

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" *indicates that no data was submitted for this field*

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Non hazardous alternatives are investigated including administrative controls that can eliminate or avoid the generation of hazardous wastes. One example is our using laundered shop rags in our Auto Shop instead of using disposable absorbents which, once soaked in oil become hazardous waste. Another example is when left over paint comes in; we give it away rather than disposing of it as a waste. Our science center is managed closely so that only enough materials are ordered to meet class/lab needs.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

All universal wastes are shipped to a recycler. All wastes are stored and shipped properly to ensure compliance with regulations and to prevent a release. End disposals are researched to ensure proper handling.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have not been any significant hazardous material release incidents during the previous three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Before any chemical order is placed the individual is requested to ask if anyone, in the department, has what they need. Our credo is to order what is needed and consume what is ordered.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Institutionally-generated materials are brought back to a central location. Materials are then evaluated for re-use. Units that are still useable are wiped of information and donated to local organizations and schools. Parts are used for repairs. All materials not being used for donation or reuse are recycled.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

All electronics waste is collected and shipped to a local Recycler (

http://www.retroworks.net/

). We have toured their facility and are provided with a certificate of recycling.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" *indicates that no data was submitted for this field*

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	71,625,146 *Gallons*	75,000,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	30,000,000 *Gallons*	30,000,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	3,006	2,718
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	0	0
Full-time equivalent of employees	3,006	2,718
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,366,886 *Square Feet*	2,146,716 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	202 *Acres*	202 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2013

A brief description of when and why the water use baseline was adopted:

It coincides with the baseline we use for carbon neutrality and energy usage.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

A brief description of any water metering and management systems employed by the institution:

Water usage for the Franklin Environmental Center at Hillcrest is metered and displayed on the Building Dashboard

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Low flow fixtures and appliances are used routinely for retrofits and in new construction.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

The only landscape irrigation done on campus, aside from watering to establish new plantings, is on the baseball, softball, and women's soccer fields. This is done on an as-needed basis, and is closely monitored. All irrigation water used, with the exception of the baseball/softball fields, is drawn from a non-potable well used strictly for irrigation. irrigation computers sense rain and turn off when irrigation is not needed.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

http://www.middlebury.edu/offices/business/facilities/pdc

Rainwater Management

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

"---" *indicates that no data was submitted for this field*

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:
Yes

A brief description of the institution's Low Impact Development (LID) practices:

The College has employed a number of LID practices including rain gardens, site specific retention ponds, bioswales and maintenance, and porous paving on the edges of athletic fields.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The 2008 Campus Master Plan recommends the implementation of a rainwater collection system for water from the athletic fields, the water from which would be used to irrigate the fields. The Plan also calls for creation of additional raingardens and bioswales appropriately located around campus to reduce stormwater runoff and to improve water quality. Low impact stormwater management is also covered in the sustainable design guidelines used for all new development projects on campus.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

0 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

Atwater Dining Hall has a green roof planted with native plants.

http://www.middlebury.edu/sustainability/design/atwater/atw_dining

A brief description of any porous (i.e. permeable) paving employed by the institution:

The blacktop surrounding the Alumni stadium artificial turf field is made of porous paving.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

Stormwater from the following buildings and surrounding area is captured and treated via rain gardens and/or bioswales: Davis Family Library, Starr-Axinn Center, Atwater Dining Hall and Atwater Residence Halls A and B.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

There is an extensive retention pond south of the athletic field complex that captures much of the storm water generated on campus. There is also a retention pond north of the Atwater dining hall and one at the Ridgeline residential parking area.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

We have converted paved parking space into green common space for use by students and employees. This was done at the Franklin Environmental Center during a major renovation where 13 parking spaces were converted into a grassed courtyard with a stone wall for use by classes and others to enjoy outside the building during comfortable weather conditions.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

http://www.middlebury.edu/offices/business/facilities/pdc/masterplan

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Wastewater Management

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Environmental Council has researched local food purchasing, whether biomass is carbon neutral, positive, or negative, and has aimed to educate the College campus about controversy surrounding the College bio-methane project.

The Environmental Council also provides $25,000 per year for proposals to fund student, faculty, and staff projects that advance Middlebury's sustainability leadership. Among many grants given, the Council funded and supported four Real Food Interns for the 2014 Winter Term who processed one month's worth of food purchasing receipts through the Real Food Calculator to assess how much of the College's food purchases met the high standards of the calculator (Fair, Organic, Humane, Local). They ascertained that 20% of the College's food purchasing met the calculator criteria.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Environmental Council (EC) is a standing committee that recommends policy, undertakes assessment and projects, educates the college community, and advises the President. The EC has worked on policy and outreach efforts related to management of college lands, environmentally preferred purchasing, energy, transportation, food, and carbon neutrality. The Environmental Council also awards grants to members of the college community for sustainability projects.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Faculty and Staff members:
Jack Byrne, Sustainability Integration Office, co-Chair
Nick Muller, Economics, co-Chair
Kemi Fuentes-George, Political Science
Natalie Eppelsheimer, German
Will Amidon, Geology
Arlinda Wickland, Center for Careers and Internships
Sarah McGowen, Academic Affairs
Kris Williams, College Advancement
Sophie Esser-Calvi, Food and Farm Educator
Paul Dow, Dining

Student members:
Jess Parker '15.5
Ali Cook '16
Forrest Carroll '15
Darren Chen '16
Emma McGuirk '15
Danielle Hirshberg '14
Courtney Devoid '15
Elena Zhang '14
Hye-Jin Kim '17
Anahi Naranjo '17
Sarah Gledhill '17
Ali Rotatori '14 (Campus Sustainability Coordinators)
Jake Nonweiler '14 (SGA Environmental Affairs)

The website URL where information about the sustainability committee(s) is available:

http://www.middlebury.edu/sustainability/fech/ec

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability Integration (OSI) develops, implements and supports sustainability initiatives at Middlebury College, striving for efforts that simultaneously achieve environmental, social, and economic goals throughout the campus community and college operations.

The OSI works with students, faculty, and staff in many different ways, from supporting independent research projects to working alongside administrators and facilities staff in the creation of green campus infrastructure such as the biomass gasification plant.

The OSI is also responsible for conducting an annual greenhouse gas inventory, which tracks Middlebury College's carbon dioxide emissions and helps in our effort to be carbon neutral by 2016.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

The website URL where information about the sustainability office(s) is available:

http://www.middlebury.edu/sustainability/fech/sio

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jack Byrne, Director of Sustainability Integration

A brief description of each sustainability officer position:

Jack Byrne is the director of the Office of Sustainability Integration and is in charge of carrying out the duties of the office described above.

The website URL where information about the sustainability officer(s) is available:

http://www.middlebury.edu/newsroom/experts/byrne/node/19531

Sustainability Planning

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	---	---
Research (or other scholarship)	---	---
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes

Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Climate Action Plan (2008) outlines a Comprehensive Outreach and Engagement Plan for Carbon Neutrality.
Goal: Design an information campaign for the entire campus community and external audiences that will build and sustain awareness without creating message fatigue.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

The Climate Action Plan recommended the following list of actions:
• Works with president's staff to instill message and goals
• President's staff work with department managers
• President articulate importance of goals and need for community participation at all appropriate forums (i.e. trustee meetings, faculty meetings, staff association, and campus governance committees)
• Ongoing news releases to external media
• Issuing regular stories to campus media (The Campus, MiddPoints)
• Create a web-based video series profiling significant events or projects (biomass plant, willow project etc.)
• Web site

• Web video series

• Annual progress report

• Printed and electronic guide to carbon neutrality at Middlebury

• Implement a strategic signage program throughout campus that demonstrates and celebrates Middlebury's commitment to CO2 reduction. Program could include basic awareness-raising signage, possibly in building entries common areas, dining areas and light switches, as well as at special events to positively promote composting and recycling as the Middlebury way. Encourage people to do their part in ways they may not have considered before -- busing their dishes to the composting area, for example.

• Create and identify ways to engage students through curricular, cocurricular,

and extracurricular activities

• Create central interpretive display that includes a visual representation of progress

• Create interactive video display that could appear in multiple locations on campus

• Seek out all relevant campus committees for information and training

• Create a Midd Dialogue group for carbon neutrality around specific issues related to how institutional practices could change and evolve to reach carbon neutrality goal

• In MiddPoints, recognize employee achievements in carbon reduction

• Reminder magnets for light switches

• Events – staging some, being present at others

• Merchandising (t-shirts, mugs etc.)

• Employee pedometer contest

• Departmental carbon reduction contest

• Student contests related to energy, conservation and recycling (Do it in the Dark, Recyclemania etc.)

• Incorporate carbon neutrality goals into curriculum

• Create a "sustainable energy tour" that could be guided or self-guided

to incorporate bio-mass plant, composting, recycling, wind turbine,

garden, and a building with cutting edge energy design (Atwater Commons?)

• Integrate sustainability and carbon neutrality goals into orientation for new students, parents, new faculty, trustees, staff

• Discuss carbon neutrality initiative at annual Bread Loaf faculty meeting

• Build message into Admissions tours (walk by biomass plant?)

• HR incorporate carbon neutrality message and information into employee training sessions

• Conduct periodic assessments of campus awareness of the carbon neutrality goal (focus groups, person-on-the sidewalk interviews etc. no complex surveys)

Accountable parties, offices or departments for the Campus Engagement plan(s):

Office of Sustainability Integration

A brief description of the plan(s) to advance Public Engagement around sustainability:

The fifth goal of the Campus Master Plan (2008) is to improve the Relationship between Town and College. This goal is promoted and supported by both the College and the Town.

The Strategic Plan also outlines recommendations for recognizing community partners.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Policy #7 of the Campus Master Plan (2008) states:

Community Interface

Middlebury College and the Town have an interdependent relationship. The College acknowledges the importance of this relationship and will cooperate in joint initiatives to enhance it. This is especially important regarding the Plan's recommendations for College Street and South Main Street.

From the Strategic Plan:

Recommendation #32: Recognize "Community Partners."

We have many friends in the community who contribute in various venues to the College, our students, and our faculty and staff. We recommend that the College acknowledge our long-term community partners with annual recognition, which could be in the form of a letter, announcement, or public event. This initiative would not replace the Citizens' Medals; rather it would acknowledge the organizations and individuals who year after year make significant contributions to College programs. We believe that such recognition would help the College strengthen its positive and productive relations with individuals and businesses in the local community.

Accountable parties, offices or departments for the Public Engagement plan(s):

President's Office

A brief description of the plan(s) to advance sustainability in Air and Climate:

Middlebury has a plan to reach carbon neutrality by 2016. The College aims to achieve neutrality through energy conservation and efficiency, renewable fuel sources, technology innovation, education, and as a last option, the purchase of carbon offsets.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The objective is to have zero net carbon emissions associated with heating and cooling, college-funded travel, waste, electricity, and college-owned vehicles by 2016.

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability Integration, President's Office, Facilities Service

A brief description of the plan(s) to advance sustainability in Buildings:

The Campus Master Plan (2008) defines plans for growth and defines policies, principles, and guidelines that:
- Improve energy efficiency of existing and future buildings-envelope, systems, monitoring, and control;
- continue to advocate that construction maximizes the use of locally produced materials; and
- consider the options for campus and building utilities in terms of conservation, energy efficiency, and global warming.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The Master Plan recommendations include:

1. Adopt the LEED MC-Plus guidelines system for all renovation and new construction projects

2. Design new buildings to be as energy efficient as possible

3. Improve the energy performance of existing campus buildings through improvements to their envelopes and building systems

4. Assign priorities for improvements based on

the energy audit of buildings on campus and on academic program and availability

5. Encourage behavioral changes for students,

faculty, and staff, including adjustments to indoor temperatures and use of air-conditioning

6. Meter all buildings for water, power, and steam

7. Install "Building Dashboards" and "Campus Dashboards": displays that show building and campus energy use and production in real time, and the corresponding greenhouse gas emissions, along with water use, comparative historical data, environmental conditions, etc.

8. Minimize the use of air-conditioning in campus buildings

• Increase the air-conditioning set point

• Minimize the need for air-conditioning by using shading, natural ventilation, and mechanically assisted ventilation

• Strategically plant deciduous shade trees on south side of buildings to help reduce daytime solar heat gain during summer months

9. Where appropriate, utilize energy efficient means of cooling, such as geothermal, shading, natural and mechanical ventilation, etc.

10. Utilize refrigeration gases in air-conditioning and refrigeration systems that are as benign as possible, both in terms of their global warming potential and their ozone depletion potential

11. Consider energy efficient alternative systems for specialized functions in individual buildings, such as

• a purified water system for Kenyon Arena's ice sheet, which will reduce the energy required to create the ice

• a solar hot water heating system for the Natatorium

• heat exchangers for the recapture of waste heat, for example at the campus data center and if possible in food service areas

12. Investigate the feasibility of solar heating for domestic hot water

13. Develop a life-cycle assessment for construction materials, considering cost, longevity, environmental damage caused by production, embodied energy, potential for recycling, disposal, hazards, etc.

14. Adaptive reuse of buildings should be considered before removal

15. Building deconstruction

• Building removal should minimize the quantity of materials entering the waste stream by employing deconstruction rather than demolition

• Materials salvaged from deconstruction should be considered for future use in anticipated building projects

• New construction projects should incorporate salvaged material

16. Continue collaborating with Efficiency Vermont to obtain greatest efficiency for both new and renovated buildings

Accountable parties, offices or departments for the Buildings plan(s):

Office of Sustainability Integration

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The College Strategic Plan (2006) recommends supporting local farmers, producers, and the student-run organic farm.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Recommendation #72: Support sustainable agricultural practices.

The College is a strong supporter of local farmers and local producers. Approximately 20 percent of the College's food purchases come from local farms or producers. A greenhouse where students conduct research provides greens and herbs for campus food operations, and a student-run organic garden not only provides produce but cultivates an appreciation of local agrarian concerns. Our use of local sustainable wood in campus construction and furnishings has been a catalyst for a new sustainable wood industry in Vermont. The College should continue and expand practices that have a positive environmental influence on Vermont and the region, as well as enhance sustainability principles at Middlebury's programs across the United States and abroad.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Office of Sustainability Integration, President's Office

A brief description of the plan(s) to advance sustainability in Energy:

The Campus Master Plan (2008) defines plans for growth and defines policies, principles, and guidelines that:
- Consider options for campus and building utilities in terms of conservation, energy efficiency, and global warming.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The Campus Master Plan (2008) makes the following recommendations regarding energy:
1. Conduct an alternative energy assessment of the campus to better understand what forms of alternate energy are feasible and how best to employ them
2. Pursue the procurement of responsibly planted and harvested woodchips for the biomass gasification boiler by partnering with woodchip suppliers, the State of Vermont Department of Forests, Parks,
and Recreation, professional logging and forestry associations, and others
3. Pursue the feasibility of using local agricultural land for the purpose of growing biomass for the biomass gasification boiler coming on-line in 2008
4. Develop a portion of Middlebury College's own agricultural land for the purpose of self-sufficient generation of biomass for the biomass gasification boiler
5. Reforest a portion of Middlebury's agricultural land with Clayplain forest to sequester carbon
6. Continue to participate in Central Vermont Public Service's "Cow Power" program, which uses methane produced by cow manure to generate electricity, and partner with local farms engaged with manure to methane projects
7. Increase Middlebury's on-campus generation of electricity from alternative renewable sources: wind power, photovoltaic panels, exercise machines
8. Participate in the development of a hydroelectric plant at Otter Creek. This could generate a significant portion of the electricity that Middlebury College uses
9. Consider participating in the Landfill Gas to Energy program at the Moretown Landfill
10. Collaborate with Central Vermont Public Service (CVPS) to install alternative energy generators under the Regional Global Gas Initiative
11. Carbon offsets will be a part of the effort to achieve carbon neutrality. Middlebury will look for opportunities to purchase or establish bona fide offsets with a preference for those that are local and regional

Accountable parties, offices or departments for the Energy plan(s):

Office of Sustainability Integration, Facilities Services

A brief description of the plan(s) to advance sustainability in Grounds:

The Campus Master Plan (2008) defines plans for growth and defines policies, principles, and guidelines that:
- Suggest changes to the campus's landscape design so as to enhance plant and animal habitat, emphasize local species, minimize the amount of fuel used in maintenance, reduce the use of fertilizer and pesticides, and address water quality and runoff issues.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The Campus Master Plan (2008) makes the following recommendations regarding grounds:
Landscape and Open Space
1. All new construction at Middlebury College should be planned within the existing developed area of the main campus
2. New buildings and hardscape should not be built in green areas remote from the core campus
3. Plant materials should be local species if possible
4. Reduce the amount of lawn by converting it to greensward, meadow, trees with groundcover, and forest as appropriate in different areas of campus
5. Increase the amount of habitat suitable for indigenous plants and animals
6. Increase the interconnectedness of plant and animal habitat by linking currently isolated areas
7. Continue to reduce the amount of herbicides and pesticides used
8. Improve soils and drainage, particularly in heavily used areas of campus
9. Conduct a land value survey for all of Middlebury College's land holdings in Addison County to assess existing conditions, environmental practices, environmental connectivity, economic possibilities, and social benefits
10. Protect sensitive or critical areas by establishing a
Green Reserve
11. Provide summer shade for building facades with trees and shrubs
12. Design the campus landscape to encourage social interactions and a variety of uses
• Orient plazas and terraces outside of academic and residential buildings to maximize daylight and solar heat gain
• Provide seating in protected areas and in locations best suited to capture the panorama of the Green Mountains

Accountable parties, offices or departments for the Grounds plan(s):

Office of Sustainability Integration, Facilities Services

A brief description of the plan(s) to advance sustainability in Purchasing:

The Campus Master Plan (2008) outlines the importance of prioritizing sustainable materials and supplies and purchasing locally.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

The Campus Master Plan (2008) makes the following recommendations regarding purchasing:
1. Initiate a purchasing plan that prioritizes sustainable materials and supplies, and prioritizes purchases from companies invested in maintaining their own sustainability standards
2. Strive to use suppliers located within 500 miles of the final point of delivery

3. Encourage suppliers to use recyclable and returnable packaging as shipping materials

4. Ensure that Middlebury College does not engage in unfair trade or limit growth opportunities in the region

5. Support and serve as a catalyst for sustainable Vermont businesses

Accountable parties, offices or departments for the Purchasing plan(s):

Office of Sustainability Integration

A brief description of the plan(s) to advance sustainability in Transportation:

The Campus Master Plan (2008) defines plans for growth and defines policies, principles, and guidelines that:
- Minimize the amount of student, faculty, and staff driving through the use of parking management, incentives, an expanded public transportation network, rideshare programs, improved bicycle facilities, and by increasing the College's provision of affordable faculty and staff housing close to campus.
- Improve the pedestrian experience by strengthening the spatial cohesion of the campus, the path system, and the vehicular street system.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The Campus Master Plan (2008) makes the following recommendations regarding transportation:

Vehicular Travel and Commuting

1. Secure offsets for 100% of outsourced travel

2. Prioritize local meetings and conferences or utilize teleconferences to minimize air travel

3. Begin shifting campus fleet vehicles where appropriate from gasoline or diesel fuels to electric power or hybrid fuel

4. Institute transportation demand management strategies to reduce private vehicular use by faculty, staff, and students

• Establish a target for a reduced level of carbon emissions due to regular commuting

• Develop a hub system with ACTR to connect Campus shuttles with the County shuttles for scheduling purposes

• Provide incentives for faculty and staff who would typically commute to campus via private car to instead utilize public transportation, walk, or bike

• Provide incentives for using shuttle services such as passes or financial compensation

• Provide financial incentives for car pooling

• Provide vehicles for emergency use by faculty and staff who use public transit or car pooling for their daily commutes

• Provide an "on-call" shuttle system for on-campus travel

• Introduce parking fees for on-campus parking

• Provide the majority of parking spaces in peripheral campus lots to reduce car use during the day

• Eliminate parking in the Central Campus (with the exception of ADA requirements)

• Relocate all student parking to the West Ridgeline lot

to discourage students from using their cars for short trips during the school year

5. Purchase offsets for the remaining carbon emissions due to regular commuting

6. Subsidize the purchase of alternative fuel and/or hybrid vehicles by faculty and staff. See Appendix

7. Encourage outside vendors to use alternative fuel or hybrid vehicles, for instance private bussing companies

8. Develop a non-idling policy for campus deliveries, outside vendors, athletics buses, etc.

9. Continue offering an hourly/daily car rental program to students, faculty, and staff

10. Advocate the reestablishment of passenger train service to the town of Middlebury

11. Encourage faculty and staff to live close to campus

• Develop Middlebury College property in the Town

to house as many faculty and staff as possible within walking distance

• Subsidize the cost of purchasing housing in the Town of Middlebury by faculty and staff

12. With few exceptions, continue to limit student housing to on-campus facilities

13. Consider banning first year cars from campus

Bicycle Transportation

1. Develop a comprehensive bicycle program for both the regular academic year and the summer that includes access, maintenance, information, safety, and a reinvigorated free campus bicycle program

2. Make the campus more bicycle friendly

• Provide sufficient parking for bicycles, with attention to number, location, and type of bike racks

• Widen pathways to accommodate bicycle use along major corridors

• Construct curb cuts at all locations where pathways intersect roads

• Replace all storm sewer drain covers that are not bicycle friendly

• Provide showers in more locations for bicycle commuters

• Provide secure indoor storage locations for bicycle commuters

3. Develop an incentive program to promote bicycle commuting by employees

4. Integrate the college's bicycle transportation initiatives with efforts by the Town to promote bicycle transportation

5. Provide or rent bicycles and helmets to members of the summer Language Program

Accountable parties, offices or departments for the Transportation plan(s):

Office of Sustainability Integration

A brief description of the plan(s) to advance sustainability in Waste:

The Climate Action Plan (2008) outlines goals for waste which include reducing the amount of waste generated and increasing the percentage recycled.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Recommendations from the Climate Action Plan include:

1. Create a post graduate position whose job will be to cultivate a culture around waste reduction and recycling - somewhat like a CRA with a waste management and reduction focus and outreach to students, faculty, and staff.

2. Increased integration of sustainability and waste minimization into the residential life system.

3. Comprehensive educational awareness campaign about waste minimization.

4. Service requirement for freshmen at the recycling center, the dining hall, etc. to give new students an understanding of the scale of waste at Middlebury College and to instill a value for reducing it.

5. Add scales and accompanying software to recycling center trucks in order to easily provide data about waste and recycling for each dorm.

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability Integration, Facilities Services

A brief description of the plan(s) to advance sustainability in Water:

The Campus Master Plan (2008) proposes creating rainwater collection systems and additional raingardens and bioswales.

The measurable objectives, strategies and timeframes included in the Water plan(s):

The Campus Master Plan (2008) makes the following recommendations regarding water management:
1. Implement a rainwater collection system for water from the athletic buildings, and use it to supply water for irrigation of fields
2. Create additional raingardens and bioswales, appropriately located, to reduce stormwater runoff and to improve water quality

Accountable parties, offices or departments for the Water plan(s):

Office of Sustainability Integration, Facilities Services

A brief description of the plan(s) to advance Diversity and Affordability:

The first strategic goal outlined in the Campus Master Plan (2008) is to 'strengthen support for a diverse student community.'

The Strategic Plan outlines finances and strategic planning priorities, one of which is to increase financial aid.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

The Master Plan has an indirect relationship with this goal, but it helps promote it by encouraging a variety of environmental experiences, and promoting a greater sense of community.

From the Strategic Plan:
Strategic Priority #1: Increase financial aid to provide better access to Middlebury and thereby enrich the educational environment for our students.

Increase financial aid to provide better access to Middlebury and thereby enrich the educational environment for our students.

Eventual Incremental Annual Cost to the Budget: $5 million.

If this initiative were to be funded fully from endowment earnings, the endowment would have to increase by $100 million.

Increasing the level of financial support available to students having demonstrated need is our top priority because we believe matriculating the students we accept is the best way to increase quality and diversity, broadly defined, and thereby create the richest learning environment for our students. Within this priority we include

• Increasing endowment support for grants and scholarships
• Increasing the size of grants in financial aid packages in order to reduce the size of student loans
• Limiting the amount of debt that students from the neediest families are expected to assume
• Expanding access to internships for students who could not otherwise afford them
• Providing financial aid to support winter term off-campus study

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Dean of the College

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The Strategic Plan outlines Additional Planning Priorities which include staff support, development, and professional growth.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

The objectives of this priority include:
• Maintain competitive compensation to attract and retain an outstanding staff
• Expand professional development and educational opportunities for staff
• Increase staff diversity

From the Strategic Plan:
Recommendation #25: Promote greater work-life balance.

As programs at Middlebury evolve, greater demands are sometimes placed on faculty and staff members who are deeply committed to the welfare of students—academically, physically, and emotionally. This dedication can lead to over-extension, stress, and diminished morale. A healthy balance between employees' professional and personal commitments, "work-life balance," will contribute to job satisfaction and good performance, improved relationships, and a sense of community. We recommend that the College explore ways to enhance work-life balance and to recognize ever-evolving life roles and responsibilities.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Dean of Faculty and Dean of the College

A brief description of the plan(s) to advance sustainability in Investment:

The Campus Master Plan (2008 recommends that the College makes every effort to invest in environmentally friendly, socially responsible areas.

The President announced in August 2013 that the College is preparing to take three actions:

-The Investment Committee of the board, including its student members, will work to develop a set of stronger ESG (Environment, Social, and Governance) principles that we can apply to our investment portfolio, both to identify those companies and managers who invest with certain principles in mind and those who consistently do not. As part of this effort, we will intensify our ongoing review of the College's investment portfolio.
-We will create ESG guidelines to help monitor investments and operations at our own campus in Vermont. We will issue periodic reports on our performance.
-We will increase significantly the amount of the endowment directed toward ESG investments, including those focused on clean energy, green building projects, and other efforts to reduce greenhouse gas emissions and benefit the environment.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

The Campus Master Plan (2008) makes the following recommendation regarding the investment plans:
College Finances
1. Make every effort to invest in environmentally friendly, socially responsible areas

Accountable parties, offices or departments for the Investment plan(s):

Vice President for Finance & Treasurer, Board of Trustees, Office of Sustainability Integration

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

The Campus Master Plan uses Chief economist of the World Bank Herman E. Daly's three operational rules to define the the condition of sustainability:
1. Renewable resources such as fish, soil, and groundwater must be used no faster than the rate at which they regenerate.
2. Nonrenewable resources such as minerals and fossil fuels must be used no faster than renewable substitutes for them can be put into place.
3. Pollution and wastes must be emitted no faster than natural systems can absorb them, recycle them, or render them harmless.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Ten campus planning goals were developed with the Master Planning Committee in a series of workshop. The first goal directly addresses sustainability:
Goal #1
Promote Sustainability in all College Operations
This goal is intended to build on Middlebury's long-standing commitment to sustainability, and to make it more comprehensive and

measurable so as to assure continuous improvements.

Sustainability is also a main system of the plan:
Middlebury College has been an environmental leader for over forty years. The sustainability part of the Master Plan aims to provide a comprehensive overview of the current environmental status of the campus and suggest levels of improvement and measuring. The College does extremely well in some categories, for example fuel source and waste management, but major improvements need to be achieved in building energy use, in transportation, and in monitoring and measuring.

The website URL where information about the institution's sustainability planning is available:

http://www.middlebury.edu/offices/business/facilities/pdc/masterplan

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

"---" indicates that no data was submitted for this field

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students have been asked to express interest in serving as a "constituent" overseer on the college's new Board of Overseers.

The Middlebury Board of Trustees will have three separate Boards of Overseers, each focusing specifically on one (or more) of the educational programs: Middlebury College ("the College"), the Monterey Institute of International Studies ("the Institute"), and the Middlebury Language Schools, Schools Abroad, Bread Loaf School of English, and the Bread Loaf Writers' Conference ("the Schools"). Each member of the Board will serve on one Board of Overseers, with up to 18 Trustees serving on the College's Board of Overseers, up to 9 Trustees serving on the Institute's Board of Overseers, and up to 8 Trustees serving on the Schools' Board of Overseers.

Each of the Boards of Overseers will be responsible for understanding their respective programs in depth, focusing on issues related to the curriculum, finances, faculty, students, and staff. Each Board of Overseers will review the academic program, quality of teaching and learning, faculty and student life, enrollments, budgets, and other issues of importance associated with the program. The Overseers will also be responsible for reviewing and supporting the advancement strategy and priorities for their respective programs. The Boards of Overseers will meet regularly with representative members of the faculty and staff from the relevant program(s) in executive session (the current Conference Committee function), and with students as appropriate.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
No

A brief description of student representation on the governing body, including how the representatives are selected:

Students have been asked to express interest in serving as a "constituent" overseer on the college's new Board of Overseers.

The Middlebury Board of Trustees will have three separate Boards of Overseers, each focusing specifically on one (or more) of the educational programs: Middlebury College ("the College"), the Monterey Institute of International Studies ("the Institute"), and the Middlebury Language Schools, Schools Abroad, Bread Loaf School of English, and the Bread Loaf Writers' Conference ("the Schools"). Each member of the Board will serve on one Board of Overseers, with up to 18 Trustees serving on the College's Board of Overseers, up to 9 Trustees serving on the Institute's Board of Overseers, and up to 8 Trustees serving on the Schools' Board of Overseers.

Each of the Boards of Overseers will be responsible for understanding their respective programs in depth, focusing on issues related to the curriculum, finances, faculty, students, and staff. Each Board of Overseers will review the academic program, quality of teaching and learning, faculty and student life, enrollments, budgets, and other issues of importance associated with the program. The Overseers will also be responsible for reviewing and supporting the advancement strategy and priorities for their respective programs. The Boards of Overseers will meet regularly with representative members of the faculty and staff from the relevant program(s) in executive session (the current Conference Committee function), and with students as appropriate.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The Community Council serves as a forum in which all the segments of the College community: administration, faculty, staff, and students, have a voice on nonacademic issues facing the College. With this representative membership, Community Council deliberations and decisions take into consideration the interests and concerns of the whole community. The diverse membership assures that each member of the council hears and understands the views of the other sections of the community, thus linking the four groups that compose the Middlebury College community.

The Community Council has a dual role in the College governance structure. Sometimes the council makes decisions and then implements those decisions as College policy. On certain matters, the council serves as an advisory body to the president and administration.

Students have also played an active and formative role in putting divestment from fossil fuel investment and increased positive investment in clean energy and socially responsible endowment investments (see PA 13 and 14) on the Trustees agenda. The student organization that formed to lead this effort had numerous meetings with the College President and at Trustees meetings, as well as two major forums to consider divestment. The effort led to the following commitments from the Board:

"First, the Investment Committee of the board, including its student members, will work to develop a set of stronger ESG (Environment, Social, and Governance) principles that we can apply to our investment portfolio, both to identify those companies and managers who invest with certain principles in mind and those who consistently do not. As part of this effort, we will intensify our ongoing review of the College's investment portfolio.

Second, we will create ESG guidelines to help monitor investments and operations at our own campus in Vermont. We will issue periodic reports on our performance.

And third, we will increase significantly the amount of the endowment directed toward ESG investments, including those focused on clean energy, green building projects, and other efforts to reduce greenhouse gas emissions and benefit the environment."

http://www.middlebury.edu/about/president/divestment

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The purpose of the Middlebury College Staff Council (MCSC) is to help make Middlebury College a better place to work. The MCSC is elected by the staff employees, and acknowledged by the Board of Trustees, to establish priorities and implement planning for the staff. One of the responsibilities of the group is to meet with the College administration on a regular basis to discuss reports and recommendations, seeking through mutual agreement to achieve improvements.

Voting membership of the MCSC consists of 10 Middlebury College staff employees. The executive vice president and treasurer (or designate) serves as a non-voting member. Voting members of the MCSC serve two-year terms, which begin on the first Monday after their election. Expiring terms are refilled by election. Each voting member serves on at least one MCSC committee and/or the MCSC Executive Committee.

A summary of accomplishments can be found here:

http://www.middlebury.edu/offices/administration/scouncil/history

And other councils that advise the President and shape policy and their charters can be found here:

http://www.middlebury.edu/about/handbook/governance

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The new governance structure includes a board of overseers. These boards of overseers will focus their attention on reviewing and monitoring the academic, educational, and student affairs operations of their respective institutions, including academic appointments, enrollment, and new initiatives. The boards of overseers will function like committees of the full Board of Trustees and each will be comprised of trustee overseers (current trustees), partner overseers (individuals who typically have a connection with that institution), and constituent overseers (one faculty, one staff, and one student). A majority of each board of overseers must consist of trustee overseers.

Each of the Boards of Overseers will be responsible for understanding their respective programs in depth, focusing on issues related to the curriculum, finances, faculty, students, and staff. Each Board of Overseers will review the academic program, quality of teaching and learning, faculty and student life, enrollments, budgets, and other issues of importance associated with the program. The Overseers will also be responsible for reviewing and supporting the advancement strategy and priorities for their respective programs. The Boards of Overseers will meet regularly with representative members of the faculty and staff from the relevant program(s) in executive session (the current Conference Committee function), and with students as appropriate.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Faculty Council advises the president and serves as a channel of communication between the faculty and the administration. The Council consists of four tenured and two untenured members elected by the faculty. Members of the faculty in their first or second year of appointment are not eligible for election, nor are those on part-time, associate, visiting, or other special appointments, or those who are currently under tenure review. Members of Faculty Council sometimes report to the faculty as one of two subcommittees: the Committee on Conference with the Trustees, and the Committee on Finance and Planning. At the end of each academic year, Faculty Council also serves as the Committee on Committees, charged with making faculty appointments to other college committees.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes

Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The new governance structure includes a board of overseers. These boards of overseers will focus their attention on reviewing and monitoring the academic, educational, and student affairs operations of their respective institutions, including academic appointments, enrollment, and new initiatives. The boards of overseers will function like committees of the full Board of Trustees and each will be comprised of trustee overseers (current trustees), partner overseers (individuals who typically have a connection with that institution), and constituent overseers (one faculty, one staff, and one student). A majority of each board of overseers must consist of trustee overseers.

Each of the Boards of Overseers will be responsible for understanding their respective programs in depth, focusing on issues related to the curriculum, finances, faculty, students, and staff. Each Board of Overseers will review the academic program, quality of teaching and learning, faculty and student life, enrollments, budgets, and other issues of importance associated with the program. The Overseers will also be responsible for reviewing and supporting the advancement strategy and priorities for their respective programs. The Boards of Overseers will meet regularly with representative members of the faculty and staff from the relevant program(s) in executive session (the current Conference Committee function), and with students as appropriate.

The website URL where information about the institution's governance structure is available:

http://www.middlebury.edu/newsroom/archive/524638/node/464736

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

"---" *indicates that no data was submitted for this field*

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of the Dean of the College and Chief Diversity Officer oversees student life and diversity initiatives at Middlebury College. The office works closely with all Middlebury constituencies to ensure that students, staff, and faculty have the opportunity and the encouragement to participate fully in the campus community.

The office is committed to building and maintaining a diverse, inclusive, and vibrant community, representing a wide range of backgrounds, experiences, and viewpoints. Within this community, the office strives to create an environment in which mutual respect is paramount and which prizes and nurtures the qualities of openness and the willingness to embrace personal and academic challenges.

In keeping with the College's commitment to be a model for 21st century liberal arts education, in which learning takes place both inside and outside of the classroom, the office works closely with a variety of programs and offices on campus to enrich the intellectual and personal development of all Middlebury students.

In addition to the Dean of the College and Chief Diversity Officer, the Assistant Director of Student Activities and Special Assistant to the Dean of the College oversees several campus-wide diversity initiatives, special projects, and communications for the Dean of the College and Chief Diversity Officer.

The Student Government Association also has a Diversity Committee that works with the Office of the Dean of the College and Chief Diversity Officer.

The full-time equivalent of people employed in the diversity and equity office:

2

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.middlebury.edu/studentlife/doc

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

Training for residence assistants, first-year counselors, and orientation trip leaders includes a half-day session geared toward building an inclusive community. Activities include carefully facilitated small and large group discussions focused on identity awareness, leadership, and mentoring.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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"---" *indicates that no data was submitted for this field*

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

In 2012, the College released a report on the progress and challenges of implementation of the 35 recommendations outlined in the 2006 Human Relations Report on Diversity. All sectors of the College (Student Life, Human Resources, Academic Administration, and other areas) were engaged to assess their diversity efforts, as per the HRC recommendations, but also asked them to report on initiatives that were above and beyond what the 2006 report recommended.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

In 2013, the College administered the Diverse Learning Environments Survey (DLE) which captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

A Report of Staff Diversity in 2005 examined the institution's current state with regard to staff diversity by studying institutional systems, structures, policies, practices and espoused values vs. values-in-action. The initiative recommended improvements in those areas in order to increase the College's ability to attract employees from underrepresented groups and provide an environment for them to thrive.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

http://www.middlebury.edu/offices/administration/planning/planning/genderdiversity

Support for Underrepresented Groups

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" *indicates that no data was submitted for this field*

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

• Student Accessibility Services works with students who have special needs related to their learning, vision, hearing, speech, mobility, and physical and psychological health. The Office provides reasonable academic and residential accommodations for qualified students with disabilities, and assistive technology is available on campus as well. The services provided are confidential.
• International Student and Scholar Services (ISSS) assist our international students, staff, and faculty by offering advising, programs, and other services as well as coordinating with the Friends of International Students host program.
• May Belle Chellis Women's Resource Center provides a welcoming space where women and men can discuss, research, and address gender issues. The center provides academic resources and general information on current events, job and internship opportunities, academic opportunities, and health issues.
• Center for Teaching, Learning & Research (CTLR) aims to design, develop, and integrate resources that enrich learning and teaching at Middlebury and to provide a locus for conversations, both within the Middlebury community and with other institutions, about excellence and innovation in a residential liberal arts education. The Center incorporates the offices of the Assistant Dean for Instruction, the First-Year Seminar Program, the College Writing Program, the Office of Learning Resources, Educational Technology, the Writing Center, Quantitative Skills Support, Peer Tutoring and Mentoring, and Undergraduate Research.
• The Center for the Comparative Study of Race and Ethnicity is an interdisciplinary academic center dedicated to understanding how

race and ethnicity affect human relations. The center focuses on the study of race and ethnicity and how these intersect with such aspects of human life as class, gender, sexuality, religion, and migration. The center develops academic programming for the entire community and supports scholarship and research related to these areas of study.

• The Student Government Association Diversity Committee launched a first generation college student peer mentoring program in 2013. The Student Activities office provides organizational and leadership support for 20 cultural student organizations.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.middlebury.edu/studentlife/diversity/centers

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The College's Human Relations Officer is responsible for overseeing investigations and adjudicating complaints of discrimination, harassment (including sexual harassment), and related retaliation under the Anti-Harrassment policy.

The Dean of the College, Shirley Collado, serves as Middlebury's Title IX coordinator and oversees compliance with all state and federal anti-discrimination laws. Her responsibilities in this regard are set forth in the College's Nondiscrimination Statement:

http://www.middlebury.edu/about/handbook/general/nondiscrimination

The Nondiscrimination Statement also guides our work in this area.

Middlebury also has many programs throughout the academic year that focus on awareness and prevention. In addition, all of the incoming freshman attend orientation sessions on sexual assault and anti-harassment, and they take online courses in these areas before they arrive. Similar training is given to incoming students in other Middlebury programs.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.middlebury.edu/about/handbook/misc/antiharassment

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

• Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)

• Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.

• Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

"---" *indicates that no data was submitted for this field*

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Middlebury is participating in the Mellon New Directions Fellowships and the C3 Fellowships. The C3 strategy is based on outreach activities, peer-support mechanisms, mentoring, professional development and impact assessment. The aim is for liberal arts colleges and research institutions to create and support new interconnected environments where students, faculty and institutions can thrive.

The website URL where more information about the faculty diversity program(s) is available :

http://www.middlebury.edu/newsroom/node/440377

Affordability and Access

Responsible Party

Michael McLaughlin
Director
, Financial Aid Operations

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

    A. The percentage of entering students that are low-income

    B. The graduation/success rate for low-income students

    C. The percentage of student financial need met, on average

    D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Regarding the "percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students" item above: at minimum it is 12% as stated though likely higher since that number is only for lower income students. Non-traditional students data was not readily available at the time of filing this report.

"---" *indicates that no data was submitted for this field*

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The College follows a need-blind admission policy for domestic students, which means that a student's financial status does not influence the admission decision. Middlebury makes every effort to help all candidates obtain the financial aid they need in the form of grants, loans, and work/study jobs once they are accepted. Middlebury will offer an aid package that meets 100 percent of a student's financial need as calculated by the Student Financial Services Office. Additionally, the maximum amount of loans given to a student is based on the family's annual income so that students do not acquire loans beyond their family's means.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Director for Student Services is an active member in the Center for the Comparative Study of Race and Ethnicity (CCSRE) where topics relating to financial aid and low-income students are often discussed.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Along with our health insurance, book advances, computers and travel assistance programs, Middlebury is also in the process of implementing financial literacy programs (one of which targets low-income students).

A brief description of the institution's scholarships for low-income students:

Middlebury does not offer merit-based scholarships, but does meet 100% of student's financial need as calculated by the Student Financial Services Office. Middlebury is a partner college of The Posse Foundation, a national college access and youth leadership development program that identifies, recruits and selects student leaders from public high schools and sends them in groups called Posses to some of the top colleges and universities in the country. (

http://www.possefoundation.org/

). Middlebury also receives funding from the Davis United World College Scholars Program to give need-based scholarships to graduates of United World College schools.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Financial Aid Operations holds one-on-one family financial aid meetings with Posse families in both New York and Chicago.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Middlebury is a partner college of The Posse Foundation, a national college access and youth leadership development program that identifies, recruits and selects student leaders from public high schools and sends them in groups called Posses to some of the top colleges

and universities in the country. Every year, Middlebury admits 20 Posse Scholars from New York and Chicago. (

http://www.possefoundation.org/

). Beginning in 2015, ten students from Posse Los Angeles will be admitted to Middlebury as part of a national STEM initiative. (

http://www.middlebury.edu/newsroom/archive/2014/node/468082

)

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Admission for domestic students is need blind to ensure that students from all socio-economic backgrounds are considered equally.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Using a combination of grants, loans, and work/study jobs, the College gives aid packages that meet 100% of students' needs as determined by the Student Financial Services Office.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

The Student Government Association Diversity Committee provides a first generation college student peer mentoring program. For Middlebury, first generation students are considered non-traditional.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	12
The graduation/success rate for low-income students	89
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	54

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

12

The website URL where information about the institution's affordability and access programs is available:

http://www.middlebury.edu/admissions/finaid

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

1,321

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,321

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Our staff compensation program is designed to balance and address several key objectives, including:

Maintaining internal equity — employees will be paid similarly for similar work.
Maintaining external competitiveness — our overall structure will maintain a competitive market position as measured by comparing average salaries for benchmarked jobs against our defined labor markets.
Developing and maintaining compensation structures and strategies that respond to, and support, organizational priorities, changes, and needs.
Setting salaries for new employees at levels that recognize individuals' skills and experience while considering the salary levels of current employees within the same and/or similar jobs or roles.
Reinforcing that all staff are valuable contributors to the mission of the organization.
Rewarding strong performers by emphasizing pay for performance through the annual merit increase process.
Being clear and understandable to all staff members.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,321

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Salary ranges are based on market data for key positions in each banded level. Jobs are classified based on the scope of the position, duties and responsibilities, and minimum qualifications.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Base hourly pay rates start at $9.69 per hour. Benefits include medical, dental, life insurance, short-term and long-term disability benefits, paid time off program, and retirement plan contributions. Discounts on ski and golf season passes, use of College facilities, and discounts on admission to arts and athletic events.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Base hourly pay rates start at $9.69 per hour. Benefits include medical, dental, life insurance, short-term and long-term disability benefits, paid time off program, and retirement plan contributions. Discounts on ski and golf season passes, use of College facilities, and discounts on admission to arts and athletic events.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Base hourly pay rates start at $8.75 per hour. Use of College facilities, and discounts on admission to arts and athletic events.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The standard per course rate is $7,250, which is for a non-benefits' eligible position.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Base hourly pay rates start at $8.75 per hour. Campus privileges and availability of College facilities is based on their student status.

The local legal minimum hourly wage for regular employees:

8.60 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.middlebury.edu/media/view/40271/original/StaffCompensationProgramOverview.pdf

Assessing Employee Satisfaction

Responsible Party

Jack Byrne

Director of Sustainability Integration

Environmental Affair

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

46

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The Middlebury College Staff Council conducts a staff satisfaction survey on a regular basis. The last survey was administered in fall 2012. The survey was developed with assistance from the Office of Planning and Assessment and solicits feedback on workload, effectiveness of communications, perceptions about compensation and benefits, and overall satisfaction. The survey was available on-line and was also produced in paper form for those employees who do not routinely utilize the computer. The Office of Planning and Assessment compiled all the results to ensure confidentiality is maintained. Results were analyzed in aggregate and by each Staff Council district. Survey results are distributed to the upper administration. Institutional results are sometimes presented at an open community meeting hosted by the president.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

-An institution-wide planning process was engaged by the administration in response to comments in the first survey regarding extreme workloads and difficulty in prioritization.

-An institution-wide management training effort was developed and continues in response to comments in the first and second surveys regarding a perception of widely varying competence and fairness in supervision, as well as in communication.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.middlebury.edu/offices/administration/planning/surveysreports/staffsurveys

Wellness Program

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

•   Students

•   Staff

•   Faculty

Submission Note:

The College will launch a new comprehensive wellness website in the spring of 2014.

"---" *indicates that no data was submitted for this field*

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Middlebury College offers a confidential Employee and Family Assistance Plan (EFAP) for active employees, their immediate family members (including parents, siblings, children, spouses/partners, grandparents, and grandchildren) and others residing in the employee's home. EFAP provides counseling and referral services for a range of quality of life issues: alcohol and/or drug abuse, marital difficulties, child/parent relationship concerns, or other personal or family situations, including legal and financial counseling services.

The website URL where information about the institution's wellness program(s) is available:

http://www.middlebury.edu/about/handbook/employee/benefits/efap

Workplace Health and Safety

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

Middlebury employs dining services, retail operations, facilities services, Rikert Nordic Ski Center, and the Snowbowl Ski Area. Most of the injuries reported occur in facilities and dining. We are working on hazard prevention training and techniques with these groups to focus on injury prevention.

"---" *indicates that no data was submitted for this field*

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	104	84
Full-time equivalent of employees	1,352	1,757

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

A brief description of when and why the workplace health and safety baseline was adopted:

We are using the year 2007 to be consistent with the rest of the STARS report. The Office of Environmental Health and Safety currently does not use a baseline year.

A brief description of the institution's workplace health and safety initiatives:

Middlebury College has a strong commitment to workplace health and safety. The Office of Environmental Health & Safety provides advice, guidance and resources to the Middlebury community on occupational safety and risk management. Education and training are key parts of our safety program. We use a comprehensive training matrix to ensure we meet both regulatory requirements and our own internal standards. Besides regulatory and job-specific safety training, we offer training on many topics, including safe driver training, ergonomics, fire prevention, and free on-site CPR/AED certification training for staff, faculty and students.

Part of Middlebury's strong commitment to a safe working environment is emergency preparedness. Middlebury has established an Emergency Core Team, comprised of senior administrators. This team is responsible for emergency planning, preparedness and recovery. This core team has established an Emergency Planning and Preparedness Team, which provides support and resources during an actual emergency. Middlebury has a state-licensed first responder team made up of staff and student emergency medical technicians who are able to provide emergency medical services to both the campus and the community

The responsibility for Middlebury's safety culture is shared, and requires active commitment from all staff, faculty and students. We envision continuous improvements to our workplace health and safety program that take it well beyond regulatory requirements.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.middlebury.edu/offices/health/ehs

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

"---" *indicates that no data was submitted for this field*

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Socially Responsible Investment club (SRI) promotes the use of finance as a tool for social change. It does so by encouraging the administration to invest the College's endowment socially responsibly, be more transparent about invest practices and by using tools like shareholder activism and community investment to improve the society at large. It also aims to educate students and raise awareness about what socially responsible investing is and how it can help the school and the world.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Alexa Beyer '16.5 (co-president)
Virginia Wiltshire-Gordon '16 (co-president) (student liaison to the Middlebury Trustees Sub-Committee on Investment)
Allie Cohen '17.5
Wei Wei Magnuson '16
Sophie Kapica '17

Sophie Vaughn '16

Maeve Grady '17.5

Khi Chou '16

Teddy Smyth '15

Nathan Kowalski '15

Nate Cleveland '16.5

Josh Nislick '17

Jeannie Bartlett '15

Noel Antonisse '17

Tiffany Cheng '17

Mariah Levin '17.5

Jenny Chute '16.5

Meghan Colwell '16

Edward O'Brien '17

Alex Potter '17.5

Trevor Quick '15

Brenda Ellis (Staff)

Examples of CIR actions during the previous three years:

The SRI has helped to lead recent divestment efforts and is working with the college President and administration to address this issues. In January 2013 a panel addressed divestment from fossil fuels and the discussion continued throughout the Spring in a series of forums.

RISE, a new initiative from January 2014, demonstrates the positive effects of socially responsible investing and educates students about the sustainable investment process. Students are investing $150,000 into sustainable companies using environmental, social, and governance criteria. RISE is also aided by the use of the MSCI ESG data set which was purchased in January to aid our research.

The group surveyed the student body about their opinions of using ESG criteria in the endowment. The results may be used in a presentation to Board members.

The Advisory Committee on Socially Responsible Investing has been working on the review of the Sustainable Investments Initiative (SII) using the MSCI dataset. The review has been waiting on transparency from the administration on the contents of the SII before it can be submitted or presented.

SRI has been pushing the administration to continue to work on the President's commitment from the end of August 2013 to implement a stronger set of ESG principles in the endowment.

The website URL where information about the CIR is available:

http://sites.middlebury.edu/sric/files/2011/04/Final-ACSRI-Charter.pdf

Sustainable Investment

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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Submission Note:

The College will be increasing its existing $25 million investment in the sustainability portion of Investure's Global Equity Fund by an additional $25 million later this year (2014). Investure does not make the specific companies it invests in public.

"---" *indicates that no data was submitted for this field*

Total value of the investment pool:

1,005,900,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	25,000,000 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

In April 2010, the College established the "Sustainable Investments Initiative" to which donors concerned about sustainability within the endowment could contribute. Funds contributed are invested in investment vehicles that meet the College's criteria for being sustainable.

Possible options are socially responsible mutual funds, venture capital funds focused on alternative energy, or investments with an asset manager that agrees to include sustainability criteria into their investment screening process.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

proxy_voting_priciples-1.pdf

The sustainable investment policy:

Middlebury is developing a social balance sheet to evaluate Middlebury's environmental, social, and governance practices and investing. This STARS report will serve as a foundational document to inform that effort. This is being done to help guide future investing and purchasing policies and practices.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Middlebury works closely with our current investment managers over the years to create sustainable investment options, to develop proxy voting guidelines, and to evaluate the pros and cons of divesting from fossil fuels.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

proxy_voting_priciples-1.pdf

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The Student Investment Committee worked with the Advisory Committee for Socially Responsible Investing to co-file a shareholder resolution (along with a letter) with Exxon-Mobil, a stock held in the account managed by the SIC. The resolution sought to have Exxon-Mobil produce a report about the short and long term risks of Exxon Mobil's use of hydraulic fracturing in natural gas drilling ("fracking").

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Middlebury's endowment is pooled with 12 other institutions including Barnard, Carnegie Endowment for International Peace, The Edna McConnell Clark Foundation, Colonial Williamsburg, The Commonwealth Fund, Dickinson College, Houston Endowment, Henry Luce Foundation, Rockefeller Brothers Fund, Smith College, Trinity College, and The University of Tulsa. Middlebury College and several other members of this group have played a leadership role in establishing a sustainable investing alternative to the options offered by the investment managers.

The website URL where information about the institution's sustainable investment efforts is available:

http://www.middlebury.edu/media/view/449328/original/sustainability_12-31-12.pdf

Investment Disclosure

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Leadership Perspectives on Intercultural Communication: Body and Earth

A brief description of the innovative policy, practice, program, or outcome :

Professor Andrea Olsen's Body and Earth course curriculum at Middlebury College has been revised over the last three years to include a focus on intercultural communications, building skills for global involvement. This innovative curriculum addresses undergraduates in our increasingly diverse international population at Middlebury and graduate students in our new connection with the Monterey Institute of International Studies.

The Body and Earth course is designed for students with an interest in the dialogue between the science of body and the science of place. Its goals are to enhance movement efficiency through experiential anatomy and to heighten participants' sensitivity to natural processes and forms in the Vermont bioregion and globally. Weekly movement sessions, essays by nature writers, and writing assignments about place encourage synthesis of personal experience with factual information.

The revision/addition to the core curriculum addresses cultural diversity, embodied approaches to effective international communication in challenging situations, and graduate-level interdisciplinary coursework linking geological, biological, cultural, familial, and personal lenses making it an innovative and groundbreaking curriculum at Middlebury College and in higher education.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

About 22 Middlebury students enroll in the class per semester. If it's offered as an intensive writing course, about 15 students enroll. Over 100 individuals per year participate in international workshops. Over the past three years, about 50 students have taken the course at the Monterey Institute of International Studies.

A letter of affirmation from an individual with relevant expertise:

Andrea Olsen Letter for STARS.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes

Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.middlebury.edu/academics/dance/faculty/node/149681

Innovation 2

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Middlebury FoodWorks Internship Program

A brief description of the innovative policy, practice, program, or outcome:

The FoodWorks internship program provides a meaningful consulting experience for Middlebury students interested in food studies and a credit bearing course component integrated into the consulting component. The internship takes place in two locations: Louisville, KY and Vermont. 26 students participate in the 9-week long paid program with housing. Students work in city and state government, business and retail, publishing and marketing, non-profits, and on farms. Issues being addressed include microenterprise and economic development; education, health, and nutrition; food production, processing, and distribution; food access, safety and security; food equity and social justice; sustainable agriculture; and food policy. The FoodWorks program has played a significant role in helping the City of Louisville, KY figure out how to transform its defunct tobacco infrastructure into an economic revitalization effort based on diverse local food production, marketing and distribution.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The program has 19 learning objectives. Primary learning objectives include:
1. Understand what is meant by a local food system, its goals, and its relationship to food, nutrition and agriculture.
2. Understand broadly the rationale behind local or regional food systems development and its connections to strengthening regional economy, reduced energy use, increased access to nutritious foods, recirculation of dollars into local community, agro-biodiversity, and community development and other potential advantages of local food systems.
3. Understand roles of multiple stakeholders within a given community whose work contributes to the viability of a region's agricultural economy (non-profits, produce retailers, farmer's markets, restaurants, growers, public and private institutions, etc)
4. Understand common definitions of sustainable agriculture, regarding: social, economic and environmental sustainability in the food and agriculture system, community food security, economic viability of small-scale agriculture and regional food systems.

Overall, students reported an increase in knowledge. The overall 'prior to' level of knowledge rating (on a 5-point scale) was 2.81; the average as a result of the internship rating increased to 4.15. The survey items with the greatest difference pre/post among interns at both sites were:
1. "understand the tensions between short-term stop gaps (e.g., food banks) and long-term food justice solutions (e.g., education, affordability and accessibility of healthy food)" (2.77 to 4.31 VT and 1.50 to 4.50 KY) and
2. "view local food businesses and infrastructure as a way to understand the relationship to the local economic development model" (2.46 to 4.23 VT and 2.00 to 4.00 KY).

Three graduated students have found full time employment in food systems (policy, nutrition and health, and urban agriculture/youth programs) as a result of their internships.

A letter of affirmation from an individual with relevant expertise:

STARS letter FoodWorks.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://sites.middlebury.edu/foodworks/about/results-from-the-2012-foodworks-pilot/

Innovation 3

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Insite: Solar Decathlon Team Middlebury College

A brief description of the innovative policy, practice, program, or outcome:

Team Middlebury traveled to Irvine, California to participate in the sixth Biennial Solar Decathlon competition in 2013. Middlebury came in 8th overall in the competition. The team placed 3rd in Affordability, Communications and Home Entertainment and placed in the top 10 in all other contests.

Team Middlebury consisted of over 100 students from the College who are dedicated to developing sustainable solutions that will inspire effective change. They are undergraduate students from over 30 different academic disciplines. Despite having no graduate architecture or engineering program, their liberal arts background allows the team to approach the competition from a variety of perspectives. Team Middlebury aimed to make sustainable decisions in every aspect of their project, considering sustainability from a broad standpoint, factoring social, economic and environmental concerns into all of their decisions.

In addition to the many students involved in the project, the team had many faculty and professional mentors from the surrounding community.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Students raised $1 million for the project. InSite will be used as residential housing on the Middlebury campus and is in the process of becoming LEED Certified. Four students will live in the house over the course of a year, two per semester.

A letter of affirmation from an individual with relevant expertise:

InSite Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes

Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	Yes
Transportation	Yes
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://sd13.middlebury.edu/

Innovation 4

Responsible Party

Jack Byrne
Director of Sustainability Integration
Environmental Affair

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Ecological Assessment of College Lands

A brief description of the innovative policy, practice, program, or outcome:

Professor of Environmental Studies Marc Lapin recently completed the Ecological Assessment of College Lands, an innovative report that involved nine students over the course of four years assessing about 5,500 acres of agricultural and forest lands. The 160-page report entitled, "An Ecological Perspective of the Middlebury College Mountain Lands: Natural communities and vascular flora of lands of the Bread Loaf Region and the Green Mountain Western Escarpment," describes the natural communities and their ecological significance at the regional and local levels. The report provides a landscape overview of geology, topography, soils and hydrology, and then presents the ecological values and highlights of approximately 3,000 acres. In addition to documenting ecological values, the report provides specific management recommendations for each parcel. Similarly, a 2009 report, "Ecological and Agroecological Evaluation of Middlebury College Lands: Champlain Valley and Green Mountain Escarpment," describes ecological and agricultural values of nearly 3,000 acres of lower elevation lands. Together these two provide land management and conservation guidance for the College's off-campus landholdings.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In evaluating the lands, the team combined intensive field work with GIS analyses and mapping to delineate natural communities and more accurately display locations of wetlands and streams. The team also developed plant lists that include over 400 species. The report has already been put into use by students who have found useful information for locating appropriate study sites for individual research and thesis work. The report has also been used by College administration and staff and has been submitted to the College Lands Advisory Group who will work on developing a less technical summary publication.

The ecological information will help with the management of these lands and encourage better land stewardship. Furthermore, the report has great significance on a state level in that it will assist with revising the Vermont Natural Community Classification. By helping the state update and communicate about natural communities, the report aims to promote an understanding of the biodiversity of ecosystems on a community level. This report will not only impact the College and its understanding of its landholdings, but also provide resources for better ecological understanding to the public of Vermont.

A letter of affirmation from an individual with relevant expertise:

Lands Assesment Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes

Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	---
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available: